



Snoqualmie Valley School District

2012-2013

School Improvement Plan



Snoqualmie Elementary School



9801 SE Park Street
Snoqualmie, Washington 98065

Our Mission:

“Working together to provide a safe, nurturing and engaging environment which inspires creativity, academic excellence and enthusiasm for learning.”

Our Vision:

Snoqualmie Elementary is a school where we:

- ❖ develop creative and individual talents.
- ❖ think critically, solve problems and make informed choices.
- ❖ take responsibility for our actions.
- ❖ foster an atmosphere in which diversity of all individuals is accepted and respected.



Contents

I.	Guiding Principles of School Improvement Planning.....	3
	Leadership/Planning Team	3
II.	Description of School Community.....	4
	Overview of Snoqualmie Elementary School	4
	District Review Team Members.....	5
III.	School Portfolio.....	6
	School Demographic Data.....	6
	SES Achievement and Comparison Data	7
IV.	Goal Statements.....	9
V.	Developing SMART Goals Worksheet.....	10
	Goal #1:	10
	Goal #2:	11
	Goal #3:	12
VI.	Action Plans.....	13
	School Improvement Goal #1:	13
	School Improvement Goal #2:	17
	School Improvement Goal #3:	21
	



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.

Leadership/Planning Team

The guiding questions the LIT and teachers use come from the professional learning community;

- What do we want students to learn?
- How will we know they have learned it?
- What will we do if they don't know it?
- What will we do if they already know it?

Snoqualmie Elementary School staff and Learning Improvement Team members have agreed to the goals, actions and activities identified in our School Improvement Plan, and support the successful implementation of our School Improvement Plan. It is understood the District is a partner to our School Improvement commitments.



II. Description of School Community

Overview of Snoqualmie Elementary School

Background about Snoqualmie Elementary School and our organization for school improvement:

Snoqualmie Elementary School is one of five elementary schools in the Snoqualmie Valley School District. Our school is an exceptional facility with a breathtaking view of Mount Si and is located in the picturesque town of Snoqualmie. We have a courtyard with garden space for classrooms to use as an outdoor learning area. We also have access to a wetlands located next to the school. Students are able to visit at different times of the years. To enhance our school, the students completed a mosaic project which is located at the front of the building. Many of our students participated in the design of each mosaic creation and our PTSA was a great support in completing this wonderful endeavor.

Our October 1, 2012 enrollment was 577 students; kindergarten through fifth grade. Special programs at our school include: Highly Capable program for fourth and fifth grade students, Academic Support program for all grade levels, Special Education for student with disabilities, and Title 1 for students who have difficulties in the area of reading.

Our school has 27 classroom teachers grades K-5, 3 preschool classrooms, a full-time counselor, librarian, music and physical education teachers. Students receive instruction twice a week from our PE teacher and music teacher and receive instruction once a week from our librarian. Classroom teachers bring their own classes to the computer lab. Our school also has a speech and language pathologist, occupational therapist, school psychologist and nurse.

Snoqualmie Elementary has a strong and vibrant PTSA. Parents are involved in the major decisions that affect our school goals and activities, policies, and budgets. The PTSA organizes and sponsors a variety of activities, which support students and staff. Among these are the annual Walk-a-thon and fitness week, the holiday bazaar, family fun nights, Science/Art fair, teacher grants, assemblies, field trips, and the Silent Auction.

Snoqualmie Elementary School's Learning Improvement Team (LIT) is our Representative Site Council made up of staff and parent representatives, and our principal. It is the charge of the LIT to collect and analyze student data, gathering other pertinent survey data and information, develop ideas and improvement plans, gather consensus on ideas and plans, and implement Learning Improvement plans, all ensure continued improvement of student learning.



District Review Team Members

The following are our District Review Team Members

Joel Aune – Superintendent of Schools

Name & Title

Date Review: November, 2012

Don McConkey – Assistant Superintendent

Name & Title

Date Review: November, 2012

Board of Directors

Date Review: November, 2012



III. School Portfolio

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

Snoqualmie Elementary School's portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in two categories, (1) demographic, (2) student achievement. Data will be added periodically to reflect progress toward our goals.

Stakeholders analyzed this data using a "Collaborative Learning Cycle". The collaborative learning cycle is a framework that establishes a learning forum for group exploration of data. Structured engagement with information and fellow learners ignites the processes of inquiry and problem solving. This question-driven model promotes specific cognitive processes and group-member interaction in three phases: (1) activating and engaging, (2) exploring and discovering, and (3) organizing and integrating.

School Demographic Data

- There were 704 students enrolled at SES in May 2012.
- There were 378 males enrolled at SES in October 2011.
- There were 321 females enrolled at SES in October 2011.
- 17.8% of the students received free or reduced price meals in 2012.
- There were 40 classroom teachers at SES in 2011-12.
- The average number of years of teacher experience at SES is 11.5.
- 70% of teachers at SES have a master's degree.
- 3% English Language Learners
- 18.2% Receive Special Education services
- 12% 4th and 5th Highly Capable
- Average class size: 23 students
- Parental Involvement: 200 plus volunteers

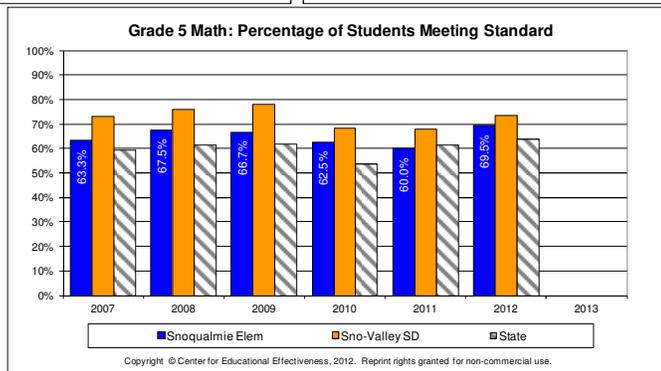
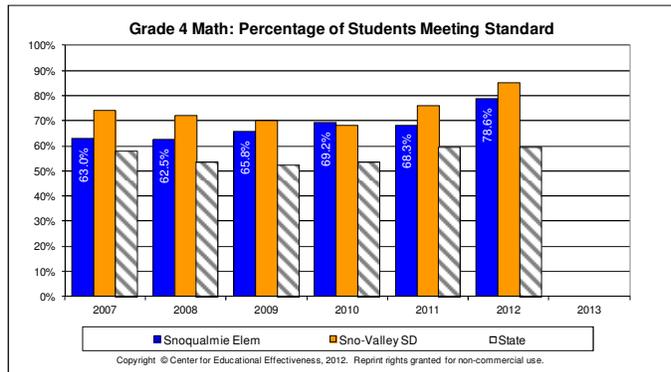
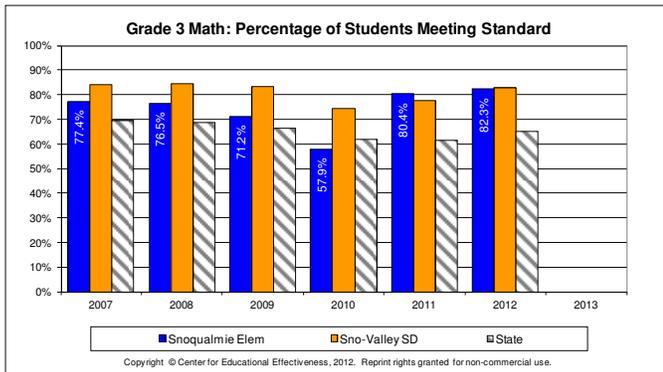
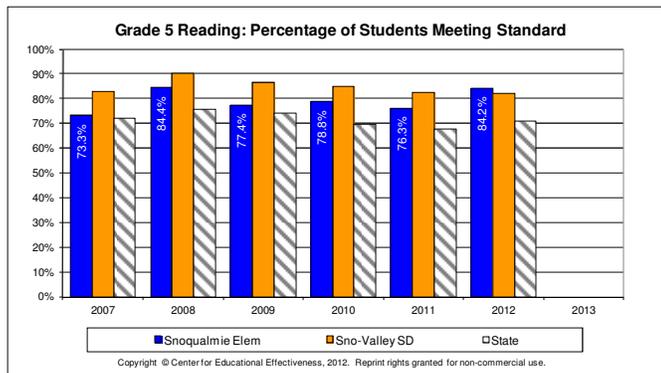
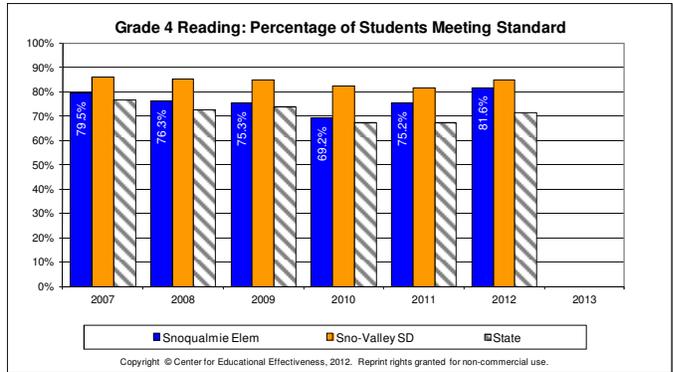
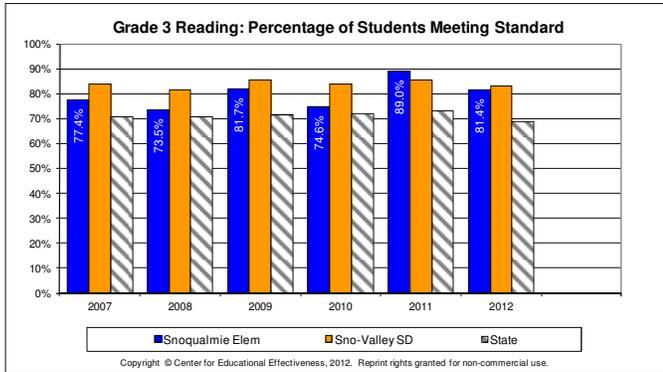
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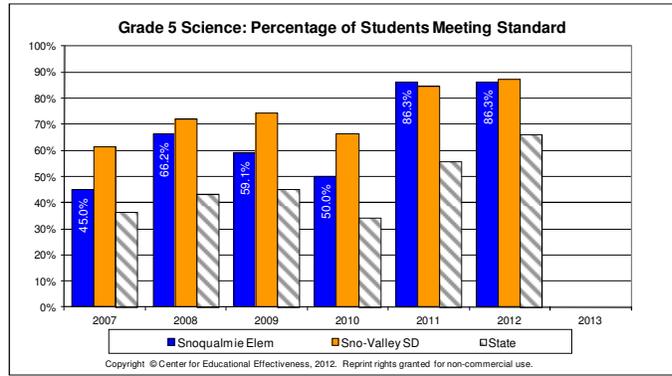
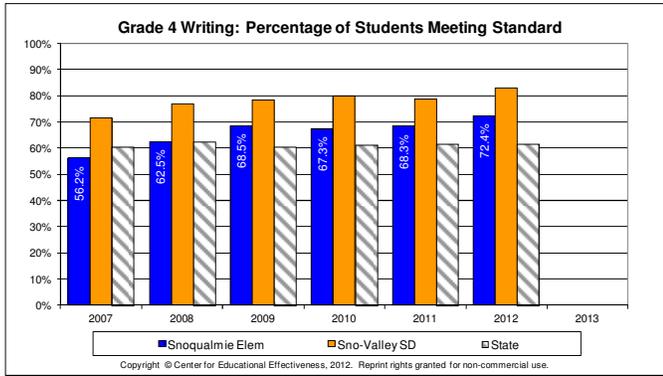
- 80% White
- 0.7 % Native American
- 8.6 % Asian/Pacific Islander
- 6.4 % Hispanic
- 1.1 % Black
- 3.1 % Multi-Racial



SES Achievement and Comparison Data

Snoqualmie Elementary Compared to Washington State and Snoqualmie Valley District Averages





IV. Goal Statements

Reading

- Our goal is to improve students' performance in reading. Based on the 2012 MSP results, 81.4% - 84.2% of the students met or exceeded the MSP standard in reading. The target goal for 2013 will be to increase performance so that 87% of students will meet or exceed the standard.

Math

- Our goal is to improve students' performance in math. Based on the 2012 MSP results 69.5% - 82.3% of the students met or exceeded standard. The 2013 year goal is for 75% - 85% of students meet or exceed standard.

Staff Goal

- To improve effectiveness of professional learning community collaboration. Based on the 2012 PLC Critical Issues for Team Consideration survey, the area of least practice across grade levels was *"We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year"*. The target goal for 2013 will be to increase the team practice of reflecting on effectiveness and norms to 100% of the PLCs reporting this practice as "true of our team".



V. Developing SMART Goals Worksheet.

Goal #1:

Area for Improvement	To improve student achievement in Reading.
How will you measure improvement towards these goal(s)	Kindergarten DIBELS 1 st – 3 rd DRA 4 th – 5 th RAI 3 rd – 5 th grade Reading MSP Classroom-based Assessments
Current Results	Based on the 2012 MSP results, 81.4% - 84.2% of the students met or exceeded the MSP standard in reading
Target	The target goal for 2013 will be to increase performance so that 87% of students will meet or exceed the standard.
Standard 3 – 5 year goal	By 2016 93% of students will meet or exceed the standard for reading.
Completed Goal Statement	Our goal is to improve students' performance in reading. Based on the 2012 MSP results, 81.4% - 84.2% of the students met or exceeded the MSP standard in reading. The target goal for 2013 will be to increase performance so that 87% of students will meet or exceed the standard.



Goal #2:

Area for Improvement	To improve student achievement in Math.
How will you measure improvement towards these goal(s)	1 st – 5 th grade STAR math 3 rd – 5 th grade MSP Grade-level math assessments
Current Results	Based on the 2012 MSP results 69.5% - 82.3% of the students met or exceeded standard.
Target	The 2013 year goal is for 75% - 85% of students meet or exceed standard in math.
Standard 3 – 5 year goal	By 2016 91% of students will meet or exceed standard in math.
Completed Goal Statement	Our goal is to improve students' performance in math. Based on the 2012 MSP results 69.5% - 82.3% of the students met or exceeded standard. The 2013 year goal is for 75% - 85% of students meet or exceed standard.



Goal #3:

Area for Improvement	To improve effectiveness of professional learning community collaboration.
How will you measure improvement towards these goal(s)	Critical Issues for Team Consideration Survey Scaled Group Inventory for the 7 high performing group actions
Current Results	Based on the 2012 PLC Critical Issues for Team Consideration survey, the area of least practice across grade levels was <i>"We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year"</i> .
Target	The target goal for 2013 will be to increase the team practice of reflecting on effectiveness and norms to 80% of the PLCs reporting this practice as "true of our team".
Standard 3 – 5 year goal	To increase to 18 of 18 critical issues being reported as "true for our team" on the Critical Issues for Team Consideration Survey.
Completed Goal Statement	To improve effectiveness of professional learning community collaboration. Based on the 2012 PLC Critical Issues for Team Consideration survey, the area of least practice across grade levels was <i>"We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year"</i> . The target goal for 2013 will be to increase the team practice of reflecting on effectiveness and norms to 100% of the PLCs reporting this practice as "true of our team".



VI. Action Plans

School Improvement Goal #1:

The target goal for 2013 will be to increase performance so that 87% of students will meet or exceed the standard on the 3rd – 5th grade reading MSP.

Kindergarten SMART goal: 85% of students will be able to recognize and say the first sound of a word.

1st grade SMART goal: 80% of students will meet the DIBELS benchmark for oral reading fluency by 3rd trimester.

2nd grade SMART goal: 78% of second graders will meet or exceed standard (level 28) on the spring DRA2 assessment.

3rd grade SMART goal: 75% of students will accurately analyze literary text on the reading MSP.

4th grade SMART goal: 80% of students will meet standard for literacy text and analysis as measured by the reading MSP.

5th grade SMART goal: 85% of students will meet standard for informational text as measured by the reading 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>
Kindergarten teachers will: <ul style="list-style-type: none"> • Use repetition and familiarity • Model and practice • Use consistent procedures • Use songs and chants • Share strategies and adaptations and stick to it! 	<ul style="list-style-type: none"> • Road to the Code training • Grade level PLC meetings • CCSS training 	October 2012- May 2013	Title Budget for Road to Code Manuals	PLC facilitator	DIBELS
1 st grade teachers will: <ul style="list-style-type: none"> • Use direct teaching and modeling using SIPPS, sound partners, read naturally and book studies • Share instructional materials • Use consistent assessments 	<ul style="list-style-type: none"> • Grade level PLC meetings • CCSS training 	October 2012- May 2013	SIPPS manuals, read naturally curriculum, school SharePoint site	PLC facilitator	DIBELS
2 nd grade teachers will: <ul style="list-style-type: none"> • Use readers' workshop model with flexible small group instruction • Use direct teaching and modeling of accuracy and fluency strategies • Conduct Leveled fluency 	<ul style="list-style-type: none"> • Grade level PLC meetings • CCSS training 	October 2012- May 2013	read naturally curriculum, school SharePoint site	PLC facilitator	DRA 2



Snoqualmie Elementary School Improvement Plan

<p>practice utilizing the Read Naturally program</p> <ul style="list-style-type: none"> • Share instructional strategies and adaptations for reading fluency skill development on a bimonthly basis. • Develop a plan to acquire kidney tables to provide effective work space for small group instruction. 					
<p>3rd grade teachers will:</p> <ul style="list-style-type: none"> • Direct teaching and modeling of comprehension, finding evidence, and literary analysis skills with sample problems selected and/or developed by the grade 3 team • Conduct reading fluency practice on a daily basis by all students to maintain/develop fluency and accuracy • Direct teaching and modeling of comprehension strategies, finding evidence to support thinking and literary analysis skills with sample problems (i.e. MSP released items) selected by the grade 3 team, including problems with wrong answers. • Develop intervention/enrichment skills-based groups to identify students and the specific literacy analysis skills needed to be taught • Use MSP released items for instructional use by all team members on a weekly basis and modify/add to these as needed to reinforce and develop student skills, based on formative assessment 	<ul style="list-style-type: none"> • Grade level PLC meetings • CCSS training 	<p>October 2012- May 2013</p>	<p>PLC Meetings and school SharePoint site</p>	<p>PLC facilitator</p>	<p>RAI, classroom based assessments</p>



Snoqualmie Elementary School Improvement Plan

<ul style="list-style-type: none"> Share instructional strategies and adaptations for reading comprehension skills on a weekly basis Develop and share formative assessments that isolate needed specific sub skills in reading comprehension and fluency that emerge from students work produced by the weekly assignments. 					
<p>4th grade teachers will:</p> <ul style="list-style-type: none"> Develop and share lessons and assessments for targeting understanding of story elements and literacy devices. Use collaboration skills for co-developing and modifying lessons and assessments Persist and continue to focus on implementing the plan of action 	<ul style="list-style-type: none"> Grade level PLC meetings CCSS training 	<p>October 2012- May 2013</p>	<p>PLC Meetings and school SharePoint site</p>	<p>PLC facilitator</p>	<p>RAI</p>
<p>5th grade teachers will:</p> <ul style="list-style-type: none"> Use direct teaching and modeling of strategies using the Comprehension toolkit Use common assessments to monitor progress on Toolkit strategies such as: asking questions, determining importance and summarizing/synthesizing 	<ul style="list-style-type: none"> Grade level PLC meetings CCSS training 	<p>October 2012- May 2013</p>	<p>PLC Meetings and school SharePoint site</p>	<p>PLC facilitator</p>	<p>RAI, grade level common assessments</p>
<p>Work with District Literacy TOSA to implement ELA CCSS</p>	<p>Staff representatives will attend district ELA CCSS Meetings and will bring information back to Staff</p>	<p>October 2012- May 2013</p>	<p>Team Meetings, and Building Days,</p>	<p>Literacy TOSA/Principal Grade level CCSS implementation coaches</p>	<p>Students performance on classroom-based assessments and district writing prompts MSP</p>



Snoqualmie Elementary School Improvement Plan

Use GLAD Strategies	Review info from Prof. Development	September 2012-June 2013	Team Planning time	Classroom Teachers	Classroom-based Assessments & MSP
Use of ActivBoards & Flip Charts	Technology Pathways training	August 2012-June 2013	District, Building & Teacher Days, School & district share point sites	TILTS, Teachers, Principal	Observations & Classroom Assessments
Post & Review Learning Targets	Review attributes of Learning Targets & Critical Thinking Verbs	September 2012-June 2013	Building Days, Staff Meetings, Team time	Principal & Classroom Teachers	Observations & Classroom-based Assessments
<p>How will you know these interventions are working?</p> <p>We will see improved student performance on classroom and district assessments, as well as the 3rd, 4th and 5th grade MSP Scores</p>					



School Improvement Goal #2:

The 2013 year goal is for 75% - 85% of students meet or exceed standard in math on grades 3 -5 MSP.

Kindergarten SMART goal: 80% of students will accurately recognize, count and write to 20 on the third trimester STAR math assessment.

1st grade SMART goal: 80% of students will accurately solve math word problems on the third trimester STAR math assessment.

2nd grade SMART goal: 80% of students will accurately solve math word problems on the spring STAR math assessment.

3rd grade SMART goal: 85% of students will accurately solve math world problems on the spring 2013 MSP.

4th grade SMART goal: 85% of students will meet “problem solving & reasoning” standard measured by MSP.

5th grade SMART goal: 80% of students will meet the “Procedures and Concepts” standard measured by 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>
Kindergarten teachers will <ul style="list-style-type: none"> • develop appropriate teaching practices for students counting & writing & recognizing numbers 1 -20. • Share strategies and adaptations • Stick to the plan • Reflect on SMART goal 	<ul style="list-style-type: none"> • enVisions training • CCSS training • Grade level PLC meetings 	Nov. 2012 – May 2013	<ul style="list-style-type: none"> • enVisions curriculum • flash cards 	PLC facilitator	STAR math reports
First grade teachers will <ul style="list-style-type: none"> • Follow enVisions curriculum • Have fidelity to the 4 steps of problem solving. • Be persistent and stay focused on implementing the plan 	<ul style="list-style-type: none"> • enVisions training • CCSS training • Grade level PLC meetings • BDD training on problem solving 	Nov. 2012 – May 2013	<ul style="list-style-type: none"> • enVisions curriculum • problem solving posters 	PLC facilitator	STAR math reports
Second grade teachers will <ul style="list-style-type: none"> • Develop knowledge of instructional strategies for developing reading comprehension and reasoning skills including: vocabulary, main idea identification, and interpretation of text. • Show willingness to learn from 	<ul style="list-style-type: none"> • enVisions training • CCSS training • Grade level PLC meetings • BDD training on problem solving 	Nov. 2012 – May 2013		PLC facilitator	STAR math reports



Snoqualmie Elementary School Improvement Plan

<p>and modify decisions and choices that the group is making</p> <ul style="list-style-type: none"> • Develop fluency with strategies for introducing and reinforcing math concepts and operational skills • Develop formative assessment skills for regularly checking for student understanding to identify students who may still be struggling • Show patience and persistence with staying the course • Develop collaborative skills for co-developing and modifying lessons and assessments • Show willingness to reveal knowledge gaps about teaching reading comprehension and math computational fluency • Show persistence and continued focus on implementing the plan of action 					
<p>Third grade teachers will</p> <ul style="list-style-type: none"> • Use direct teaching and modeling of comprehension and reasoning skills with sample problems selected and/or developed by the grade 3 team • Use computational practice on a daily basis by all students to develop fluency and accuracy • Use direct teaching and modeling of estimating and checking for accuracy with sample problems selected by the grade 3 team, including 	<ul style="list-style-type: none"> • enVisions training • CCSS training • Grade level PLC meetings • BDD training on problem solving 	<p>Nov. 2012 – May 2013</p>	<ul style="list-style-type: none"> • enVisions curriculum 	<p>PLC facilitator</p>	<p>STAR math reports</p>



Snoqualmie Elementary School Improvement Plan

<p>problems with wrong answers</p> <ul style="list-style-type: none"> • Use MSP released items for instructional use by all teams members on a weekly basis and modify/add to these as needed to reinforce and develop student skills, based on formative assessments • Share instructional strategies and adaptations for reading comprehension and math computation skill development on a weekly basis • Develop and share formative assessments that isolate needed specific subskills in reading and math that emerge from student work produced by weekly assignments 					
<p>Fourth grade teachers will</p> <ul style="list-style-type: none"> • Use direct instruction of envision problem solving model • Model, guide, and assign independent practice of reasoning process and skills • Develop and select from envision math resources sample word problems for instruction use by all team members on a weekly basis. Each team members will select a problem solving strategy, plan a weekly lesson and whole class activities to develop student competence in using the strategy, and provide follow up practice problems to be used as homework and enrichment and intervention. • Each team member will also develop and share via the 4th 	<ul style="list-style-type: none"> • CCSS training • Grade level PLC meetings • BDD training on problem solving 	<p>Nov. 2012 – May 2013</p>	<ul style="list-style-type: none"> • enVisions curriculum 	<p>PLC facilitator</p>	<p>STAR math reports</p>



Snoqualmie Elementary School Improvement Plan

grade share point site formative assessments for the problem solving strategy					
<p>Fifth grade teachers will</p> <ul style="list-style-type: none"> • Use Direct instruction of envision fraction and decimal lessons. • Use modeling, guided, and independent practice of these computational skills. • Share instructional strategies and adaptations for adding and subtracting fractions and decimals. • Use Formative assessment (quick checks) for regularly checking for student understanding to identify students who may still be struggling. • Use teacher observation and Topic assessment will also be used for assessing understanding. 	<ul style="list-style-type: none"> • CCSS training • Grade level PLC meetings 	Nov. 2012 – May 2013	<ul style="list-style-type: none"> • enVisions curriculum 	PLC facilitator	Classroom based assessments, topic assessments, teacher observation
Use of ActivBoards & Flip Charts	Technology Pathways training	August 2012-June 2013	District, Building & Teacher Days, School & district share point sites	TILTS, Teachers, Principal	Observations & Classroom Assessments
Post & Review Learning Targets	Review attributes of Learning Targets & Critical Thinking Verbs	September 2012-June 2013	Building Days, Staff Meetings, Team time	Principal & Classroom Teachers	Observations & Classroom-based Assessments
Explore math RTI idea	Attend RTI conference	October 2012 – March 2013	Title Budget	Principal, special education teacher, school psychologist, 5 th grade teacher	STAR math reports
Implement STAR math assessment	Building Coaches attend trainings Building coaches train staff	October 2012- May 2013	Building Days, Staff Meetings	Principal, 1 st grade teacher, 2 nd grade teacher, two 5 th grade teachers	STAR math reports
How will you know these interventions are working?					
We will see improved student performance on classroom and district assessments, as well as the 3 rd , 4 th and 5 th grade MSP Scores					



School Improvement Goal #3:

The target goal for 2013 will be to increase the team practice of reflecting on effectiveness and norms to 80% of the PLCs reporting this practice as “true of our team”.

Kindergarten goal: honor commitments to learners and learning.

1st grade goal: maintain focus.

2nd grade goal: honor commitments to learners and learning.

3rd grade goal: seek equity.

4th grade goal: honor commitments to learners and learning.

5th grade goal: main focus and seek equity.

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>
Kindergarten teachers will: <ul style="list-style-type: none"> • Maximize student learning in the classroom • Maximize differentiation; challenge everyone! 	Building days and staff meetings	November 2012-May 2013	PLC collaboration time	PLC facilitator	District and classroom based assessments
First grade teachers will: <ul style="list-style-type: none"> • Review and assign roles for meetings • Secretary will take notes on overhead • Limit meeting agendas 	Building days and staff meetings	November 2012-May 2013	PLC collaboration time	PLC facilitator	District and classroom based assessments
Second grade teachers will: <ul style="list-style-type: none"> • Differentiate • Focus conversations on student learning • Assess learning goals for students and themselves 	Building days and staff meetings	November 2012-May 2013	PLC collaboration time	PLC facilitator	District and classroom based assessments



Snoqualmie Elementary School Improvement Plan

<p>Third grade teachers will:</p> <ul style="list-style-type: none"> • Assign roles for meetings and change roles frequently • Use google docs to create meeting schedule/agenda • Listen to all perspectives • Have a clear agenda • Use more protocols with shared expectations 	<p>Building days and staff meetings</p>	<p>November 2012-May 2013</p>	<p>PLC collaboration time</p>	<p>PLC facilitator</p>	<p>District and classroom based assessments</p>
<p>Fourth grade teachers will:</p> <ul style="list-style-type: none"> • Continually assess our current learning goals • Set meaningful goals for our learning as a group • Prioritize time • Set specific focus areas • Evaluate skills • Develop criteria for effective practice 	<p>Building days and staff meetings</p>	<p>November 2012-May 2013</p>	<p>PLC collaboration time</p>	<p>PLC facilitator</p>	<p>District and classroom based assessments</p>
<p>Fifth grade teachers will:</p> <ul style="list-style-type: none"> • Build agendas prior to meetings and use google docs • Have an academic focus at each meeting • Practice code of collaboration at each meeting • Minimize housekeeping by taking care of it via email • Be on time and prepared 	<p>Building days and staff meetings</p>	<p>November 2012-May 2013</p>	<p>PLC collaboration time</p>	<p>PLC facilitator</p>	<p>District and classroom based assessments</p>
<p>Explore student work review protocols</p>	<p>Facilitator training in a variety of student work review protocols</p>	<p>November 2012-May 2013</p>	<p>Building Days, Staff Meetings, Team time</p>	<p>Principal & PLC facilitators</p>	<p>Student work samples</p>
<p>Procedures for evaluating success in reaching this goal: Critical Issues for Team Consideration Survey Scaled Group Inventory for the 7 high performing group actions</p>					

