

Snoqualmie Valley School District

School Improvement Plan 2008-2009



Opstad Elementary School

1345 Stillson Ave. SE
North Bend, Wash

Mission, Vision and Guiding Principles

It is the mission of Opstad Elementary School to enable students to become life-long learners. Our school motto summarizes what we are all about as a learning community;

‘Caring about learning, learning about caring’

Opstad Elementary School Improvement Plan

Table of Contents

- I. Introduction**
 - Guiding Principles of School Improvement Planning**
- II. Description of School Community and Team Members**
 - Overview of Opstad Elementary School**
 - Leadership and Planning Team Members**
 - District Review Team Members**
- III. School Portfolio**
 - Opstad's School Portfolio: Demographics, Achievement Data, Perception Data**
 - Demographic Data**
 - Description of Data Carrousel/Data Analysis**
 - Narrative Statements of Student Achievement Strengths and Opportunities**
 - Perceptual Data Narratives**
 - Parent Survey on Nine Characteristics of Effective Schools-2006**
 - Staff Survey on Nine Characteristics of Effective Schools-2008**
 - Summary of Opstad's Strengths**
 - Opstad's Prioritized Areas of Opportunities/Challenges**
- IV. School Improvement Goals**
 - Goal 1: Improve Student Achievement in Reading**
 - Goal 2: Improve Student Achievement in Math**
 - Goal 3: Improve Student Achievement in Writing**
 - Goal 4: Improve Student Achievement in Science**
 - Goal 5: Perceptual Data Goal:**
 - To Increase Parent Perceptions That Struggling Students Receive Early Intervention, and That Teachers Accommodate Each Student's Special Needs**
- V. Action Plans**
 - Grade Level Activities and Anticipated Outcomes**
 - Reading**
 - Math**
 - Writing**
 - Science**
- VI: Appendix**
 - Facts About Our School**
 - Student Achievement Data**
 - Perceptual Survey Data**
 - Staff Survey Results**
 - The Nine Characteristics of Highly Effective Schools**
 - Our Ideals: Professional Learning Communities**

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 the Opstad School Community

A. Overview of Opstad Elementary School

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

Opstad Elementary School is one of five elementary schools in the Snoqualmie Valley School District. Our school is named after the founder of our school district, Edwin R. Opstad. Opstad Elementary School is located in the beautiful foothills of the Cascade Mountains. The school was built in 1988. A year later, another wing with nine additional classrooms was added; bring us to a total of twenty-five classrooms. Our school features a beautiful library, computer lab, music lab, art room, gymnasium, multipurpose room, stage, and extra large interior hallways that are used for supplemental projects and tutoring spaces. We have two modular buildings which house four rooms for some of our special programs, and extra project space. Our October 1, 2008 enrollment was 500 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, and Special Education for student with disabilities.

Our school has a full time counselor, librarian, art instructor, music teacher and physical education teachers. Students have weekly instruction from our PE teacher, music teacher, art instructor, librarian, and in the computer lab. All classes rotate through these 'special classes' throughout the week. Our school also has a speech and language pathologist, occupational therapist, school psychologist and nurse.

We continue to add new titles to our library collection. Opstad's library has over 13,000 titles for students, staff and parent use. Over 600 book sets are available for teachers to check out to supplement our new reading series. Thanks to the support of our technology levy by our community, we have a computer lab with 29 new computers. Every classroom has three to five additional computers. All of our computers are networked and connected to the Internet with a filtering system which prevents students from accessing inappropriate websites.

Name & Title

Don McConkey – Assistant Superintendent

Date Review: _____

Name & Title

III. School Portfolio; School Data Collection (Demographics, Achievement Data, Perceptual Data, Contextual Data)

1. Demographic Data

October 1, 2008 enrollment, K-5th=500 students.

Socio-Economic Status: 12 % of our students receive free or reduced lunch

Class Size average is 23 students.

Parental Involvement:

Parents volunteered over 9,000 hours at our school last year.

Opstad PTA raised over \$55,000 to support programs and students at Opstad Elementary School.

Ethnicity

89 % of our students are White

2 % Native American

4 % Asian/Pacific Islander

4 % Hispanic

1 % African American

Special Populations:

1 % of students are English Language Learners

6.8 % of students are receiving Special Educations services

24 % of our 4th & 5th Graders qualify for our Highly Capable Program services

2. Description of Data Carrousel/Data Analysis

Opstad staff and Learning Improvement Team members regularly review student achievement data and perceptual data as it is collected. Strengths and opportunities for improvement are identified annually in this School Improvement Plan. Collective review, analysis and prioritization of narrative statements and data generate discussions and reflection on our strengths and interventions/goals that led to our strengths, and prioritization of our areas of opportunities which become the focus of our annual goals in this School Improvement Plan. Our entire staff spends two to three days each fall conducting this complete and comprehensive analysis. Opstad's Learning Improvement Team reviews and gives further input to this analysis as our annual School Improvement Goals are collectively agreed to. Then our entire staff, by grade level teams, generates ideas for Action Plans under our Goals/Targets. These Grade Level Action Plans become the drivers for the work that we conduct throughout the school year. The Action Plans are evaluated mid-year and at the end of the school year. Reflection on these evaluations has lead to revisions or our plans if needed, or celebrations of accomplishments and reprioritization of activities. This is an on-going, dynamic process. This year's analysis generated the following narratives about our school's strengths and areas of opportunities. These identified areas of opportunities resulted in our School Goals for this year.

**3. NARRATIVE STATEMENTS OF STUDENT ACHIEVEMENT;
STRENGTHS AND OPPORTUNITIES.**

(Details of student achievement data are attached in the Appendix.)

3rd Grade WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL) Results, April 2008

3rd Grade WASL Reading Narratives:

73% of Opstad third graders met the standards in Reading
35% of those students scored in Level 4 in Reading

3rd Grade WASL Math Narratives

73% of Opstad third graders met the standards in Math
27% of those students scored in Level 4 in Math

4th Grade WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL) Results, April 2007

4th Grade WASL Reading Narratives:

81% of Opstad students met standards in Reading.
44% of Opstad students scored in Level 4 in Reading.

4th Grade WASL Math Narratives:

67% of Opstad students met standards in Math.

4th Grade WASL Writing Narratives:

67% of students met standards in Writing

5th Grade WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL) Results, April 2007

5th Grade WASL Reading Narrative:

81% of Opstad students met standards in Reading
48% of Opstad students scored in Level 4 in Reading

5th Grade WASL Math Narratives:

63% of Opstad students met standards in Math
36% of Opstad students scored in Level 4 in Math

5th Grade WASL Science Narratives:

48% of Opstad students met standards in Science

**SUMMARY OF OPPORTUNITIES AND CHALLENGES WASL DATA
(Narratives that will result in school goals)**

READING

73% of Opstad 3rd graders met state reading standards
Relative lower areas were: Analyzing and Interpreting Text
81% of Opstad 4th graders met state reading standards
Relative lower areas were: Analyzing and Interpreting Text
81% of Opstad 5th graders met state reading standards
Relative lower areas were: Analyzing and Interpreting Text

MATH

73% of Opstad's 3rd graders met state math standards
Relatively lower areas were: Number Sense, Measurement and Geometry
67% of Opstad's 4th graders met state math standards
Relatively lower areas were; Measurement, Algebraic Sense, Solving Problems & Number Sense
63% of Opstad's 5th graders met state math standards

Relatively lower areas were; Number Sense, Algebraic Sense, and Problem Solving

WRITING

67% of Opstad's 4th graders met state writing standards
Relatively lower areas were: Content, Organization and Style

SCIENCE

52% of Opstad 5th graders met the state science standards
Relatively lower area: Systems in Science

SUMMARY OF OPPORTUNITIES FROM PERCEPTUAL SURVEY DATA

Parent Survey 2006

68% agreed: Struggling students receive early intervention and additional help.
66% agreed: Teachers accommodate my child's special needs by adjusting instruction.

Staff Survey 2008

All Staff Survey items were rated at the 80th - 100th percent agreement or higher (see Appendix).

Conclusions: Opportunities and Challenges for Our School

**Continue our goal to improve student achievement in reading.
Focus on Analyzing and Interpreting Text**

**Continue our goal to improve student achievement in writing.
Focus on Content, Organization, Style**

**Continue our goal to improve student achievement in math.
Focus on: Number Sense
 Measurement
 Geometric Sense
 Algebraic Sense
 Solving Problems**

**Continue our goal to improve student achievement in science.
Focus on Systems in Science**

Continue our goal to increase parent perceptions that struggling students receive early intervention and additional help, and that teachers accommodate all students' special needs by adjusting instruction.

IV. DEVELOPING SCHOOL IMPROVEMENT GOALS: Worksheets

Goal #1

| | |
|-----------------------------|---|
| Area for Improvement | <ul style="list-style-type: none">To Improve Student Achievement in Reading |
|-----------------------------|---|

| | |
|---|---|
| How will you measure improvement towards these goal(s) | <ul style="list-style-type: none"> • Third Grade WASL • Fourth Grade WASL • Fifth Grade WASL • Curriculum Based Assessments |
| Current Results | <ul style="list-style-type: none"> • On the 2008 3rd Grade WASL, 73% of Opstad students met the standard in Reading. • On the 2008 4th Grade WASL, 81% of Opstad students met the standard in Reading. • On the 2008 5th Grade WASL, 81% of Opstad students met the standard in Reading. |
| Target | <ul style="list-style-type: none"> • On the 2009 3rd Grade WASL 78% of Opstad students will meet the standard in Reading. • On the 2009 4th Grade WASL 86% of Opstad students will meet the standard in Reading. • On the 2009 5th Grade WASL 86% of Opstad students will meet the standard in Reading. |
| Standard 3 – 5 year goal | <ul style="list-style-type: none"> • On the 2010 3rd Grade WASL 89% of Opstad students will meet the standard in Reading. • On the 2010 4th Grade WASL 89% of Opstad students will meet the standard in Reading. • On the 2010 5th Grade WASL 89% of Opstad students will meet the standard in Reading. |
| Completed Goal Statement | <ul style="list-style-type: none"> • Improve student achievement in Reading On the 2009 3rd Grade WASL 78% of Opstad students will meet the standard in Reading. On the 2009 4th Grade WASL 86% of Opstad students will meet the standard in Reading. On the 2009 5th Grade WASL 86% of Opstad students will meet the standard in Reading. |

Goal #2

| | |
|---|---|
| Area for Improvement | <ul style="list-style-type: none"> • To Improve Student Achievement in Writing |
| How will you measure improvement towards these goal(s) | <ul style="list-style-type: none"> • Fourth Grade Writing WASL • District Writing Assessments administered each trimester |
| Current Results | <p>On the 2008 4th Grade Writing WASL</p> <ul style="list-style-type: none"> • 67% of Opstad's 4th grade students met the standard |

| | |
|---------------------------------|--|
| Target | <ul style="list-style-type: none"> To improve student achievement in writing over the next 3-5 years. For 2009, our target is to improve Student Achievement in Writing as measured by the 4th grade Writing WASL by 5% more of students meeting the standard. |
| Standard 3 – 5 year goal | <ul style="list-style-type: none"> To improve student achievement in writing by 5% a year over the next 3-5 years, as measured by the 4th Grade writing WASL. |
| Completed Goal Statement | <ul style="list-style-type: none"> To improve student achievement in writing by 5 % more of students meeting the standard each year for the next 3-5 years, as measured by the 4th Grade writing WASL. |

Goal # 3

| | |
|---|---|
| Area for Improvement | <ul style="list-style-type: none"> To Improve Student Achievement in Math |
| How will you measure improvement towards these goal(s) | <ul style="list-style-type: none"> Third Grade WASL Fourth Grade WASL Fifth Grade WASL Curriculum Based Assessments |
| Current Results | <ul style="list-style-type: none"> On the 2008 3rd Grade WASL, 73% of Opstad students met the standard in Math. On the 2008 4th Grade WASL, 67% of Opstad students met the standard in Math. On the 2008 5th Grade WASL, 63% of Opstad students met the standard in Math. |
| Target | <ul style="list-style-type: none"> On the 2009 3rd Grade WASL 80% of Opstad students will meet the standard in Math. On the 2009 4th Grade WASL 80% of Opstad students will meet the standard in Math. On the 2009 5th Grade WASL 80% of Opstad students will meet the standard in Math. |
| Standard 3 – 5 year goal | <ul style="list-style-type: none"> On the 2010 3rd Grade WASL 85% of Opstad students will meet the standard in Math. On the 2010 4th Grade WASL 85% of Opstad students will meet the standard in Math. On the 2010 5th Grade WASL 85% of Opstad students will meet the standard in Math. |
| Completed Goal Statement | <ul style="list-style-type: none"> Improve student achievement in Math On the 2009 3rd Grade WASL 80% of Opstad students will meet the standard in Math. On the 2009 4th Grade WASL 80% of Opstad students will meet the standard in Math. |

| | |
|--|---|
| | On the 2009 5 th Grade WASL 80% of Opstad students will meet the standard in Math. |
|--|---|

Goal # 4

| | |
|---|---|
| Area for Improvement | <ul style="list-style-type: none"> To Improve Student Achievement in Science |
| How will you measure improvement towards these goal(s) | <ul style="list-style-type: none"> Fifth Grade WASL Curriculum Based Assessments |
| Current Results | <ul style="list-style-type: none"> On the 2008 4th Grade WASL, 48% of Opstad students met the standard in Science. |
| Target | <ul style="list-style-type: none"> On the 2009 5th Grade WASL 58% of Opstad students will meet the standard in Math. |
| Standard 3 – 5 year goal | <ul style="list-style-type: none"> On the 2010 5th Grade WASL 80% of Opstad students will meet the standard in Science |
| Completed Goal Statement | <ul style="list-style-type: none"> Improve student achievement in Science On the 2009 5th Grade WASL 58% of Opstad students will meet the standard in Math. |

Goal #5

| | |
|---|--|
| Area for Improvement Perceptual Data Goal | <ul style="list-style-type: none"> To improve support and early intervention to struggling students who are at risk for not meeting state standards. And accommodate each student's special needs by adjusting instruction, providing differentiated instruction, and providing a variety of interventions and extension activities, while recognizing the interests and brain and learning differences between boys and girls. |
| How will you measure improvement towards these goal(s) | <ul style="list-style-type: none"> Parent Survey on The Nine Characteristics of Highly Effective Schools to be given every two years. |

| | |
|---------------------------------|--|
| Current Results | <ul style="list-style-type: none"> On the fall 2006 Parent Survey on The Nine Characteristics of Highly Effective Schools, 68% of Opstad parents believe that struggling students receive early intervention or additional help at Opstad, and 66% believe that teachers accommodate each student's special needs by adjusting instruction. |
| Target | <ul style="list-style-type: none"> To increase parent perceptions that struggling students receive early intervention and additional help. And to increase parent perceptions that teachers accommodate each student's special needs (high & low) by adjusting and differentiating instruction. |
| Standard 3 – 5 year goal | <ul style="list-style-type: none"> To increase parent perceptions that struggling students receive early intervention and additional help at Opstad, and that each student's special needs are accommodated by teachers differentiating and adjusting instruction. |
| Completed Goal Statement | <ul style="list-style-type: none"> Over the next 3-5 years, improve parent perception as measured by the Parent Perception Survey that 78% of Opstad parents believe that struggling students receive early intervention or additional help, and 76% believe that teachers accommodate each student's special needs by adjusting instruction. |

GOAL 5 PLAN: To ensure that struggling students receive early intervention, each grade level team has developed a variety of strategies and activities to implement.

All staff and grade level teams have identified modifications, strategies and interventions to address the needs of struggling students. These interventions are our Tier 1 interventions for struggling students. These Tier 1 interventions follow by grade level. Opstad has also implemented at Tier 2 intervention of more intensive reading intervention services for students identified as at risk from school wide DIBELS testing (Dynamic Indicator of Early Literacy Skills)

OPSTAD ELEMENTARY SCHOOL

RESPONSE TO INTERVENTION, TIER 1 INTERVENTION PLANS by Grade Level

Tier 1 Core Classroom Instruction

High quality, effective and engaging Tier 1 instruction is delivered in the K-5 general education setting, by an education teacher and is designed to meet the needs of all students. Tier 1 includes the research-based core curriculum. Curriculum is implemented and instruction is delivered as planned and intended, with fidelity.

At each grade level when students do not demonstrate that they have learned the key concept or skill being taught we consider providing some of the following classroom and grade level interventions, modifications and/or accommodations most appropriate for the student.

TIER 1
CLASSROOM AND GRADE LEVEL INTERVENTIONS
FOR
KINDERGARTEN

General Classroom Modifications and Accommodations

Modification of Assignments & Tests

- Oral administration of tests
- Dictation of written responses to another

Modifications of Instruction

- Needs repetitions of instructions
- Needs examples when given instructions
- Needs short, simple instructions
- Needs to repeat instructions
- Reduce the number of concepts introduced at any one time
- Assign tasks at the appropriate level (lower reading/writing) allowing students to do tasks at their specific level without penalty.
- Sequence the steps in a task by numbering
- Use varying voice intonations
- Use visuals, demonstration and modeling whenever possible. Use student models
- Introduce new concepts one at a time – avoid information overload
- Make use of frequent eye contact and touching. May use proximity

Parent Participation

- Provide student with organized work area
- Check backpack for work/communication
- Correspondence through e-mail to parents regarding daily activities, school events, goals, targets, strategies, and modifications.

Modifications of the Environment

- Works better in a group or individually (separate seating area)
- Needs preferential seating
- Needs opportunities for physical movement (floor/carpet)
- Partner pairing
- Help keep students space free of unnecessary materials

Adaptation of Materials

- Needs additional study aids/manipulatives
- Adjustment of reading level of materials

Modify Time Demands

- Reduce amount of work or length
- Space short work periods with breaks or change of task
- Alternate quiet and active times (short periods each)

Modify Behavior

- Praising specific behaviors (shaping behaviors)
- Cueing non-verbally student to stay on task (instead of a verbal reminder)

Curriculum and Instruction Interventions:

Reading

- Use visuals to add meaning
- Provide graphic organizers
- Use tracking devices to keep place
- Use study aids/manipulative
- Use peer/buddy reading
- Books at each level for each student

- Small groups or one-on-one for specific skill/goal
- Guided reading groups
- Self-selected reading at individual reading level
- Self-selected reading based on student interests
- Parent volunteers provide additional support/opportunity on a specific skill/goal

Writing

- Oral responses in lieu of written
- Use a scribe
- Provide additional time
- Additional teacher/adult support (one-on-one)
- Not penalized for handwriting or spelling
- Individual conferences-opportunity to reinforce what student is doing well and provide student with “Next step” (goal/target)
- Modify assignment (i.e. length, expectations based on student level)
- Allow for student choice in topic selection
- Modeled Writing-Teacher writes and models; does a think aloud to model writer’s thinking process
- Shared Writing- (a) Teacher has pen; students say what to write and provide what is needed (i.e. letters, spaces, punctuation, capitals, sightwords) (b) Students have pen; students decide what to write and suggest what is needed
- Use of developmental writing encouraged. All stages acceptable (*scribble to phonetic*)

Math

- One-on-one, small group (*skill specific, based on formal/informal assessments and observations*)
- Flexible grouping
- Partner pairing
- Teach to various modalities
- Utilize parent volunteers to provide additional opportunities either in small group or one-on-one (*skill specific, based on formal/informal assessments and observations*)
- Use manipulatives to move from concrete to abstract
- Allow oral reading of story problems
- Use of songs to teach concepts and skills

Science

- Peer Partnering
- Visual aides
- Modeling-class demonstrations
- Whole group instructions
- Individual opportunities to experience/experiment/observe
- Use of pictures, graphic organizers, and oral responses for reporting data, results/findings.

TIER 1 CLASSROOM AND GRADE LEVEL INTERVENTIONS FOR GRADE 1

General Classroom Modifications and Accommodations

- Special seating arrangements when needed

- Flexible grouping
- Partner pairing
- Use of ACTIVBoard interactive activities, manipulatives and kinesthetic activities
- Give visual clues for directions
- Use of BEARS (Becoming Enthusiastic And Responsible Students) notebooks to help students be organized

Curriculum and Instruction Interventions:

Reading

- Focus on sight words using the Dolch List
- Students in need will be identified using a Dolch word test
- Students will be assessed frequently during pooled instructional aide time
- Students will receive additional practice with Dolch words from parent volunteers and instructional aides
- Focus on phonetic skills using a manipulative based approach
- More selective choice of stories to be sure the stories are covered in more depth
- Consistent explicit instruction and friendly visual cues of reading strategies
- Continued use of supportive fluency activities: choral reading, reading train, reader's theater, and partner rereading
- Use of websites such as www.starfall.com to practice reading skills
- Use of leveled books through SSR-Self Selected Reading
- Use the following common assessments, letter/sound test, nonsense word test, DIBELS, DRA Assessment and sight word assessment

Writing

- Focus on letter formation to build automaticity to improve spelling and writing skills
- Use of the following common assessments: 1st grade writing rubrics, spelling tests, and word feature test
- Utilize small group skill instruction when needed
- Individualized writing conferences to address skill needs
- Use concept related songs

Math

- Use manipulatives to move from concrete to abstract
- Utilize small group skill instruction when needed
- Provide daily math review activities to target critical math strands
- Use open-ended math games to support skills and concepts taught
- Use websites such as Harcourt: That's A Fact to support memorization of math facts
- Use the following common assessments: oral and written counting skills, identifying numerals, end of topic tests, problem solving and graphing activities, and timed math fact tests

Science

- Use visual aides such as the "I Wonder Circle" to support the learning of the scientific process
- Use of kinesthetic clues and songs for scientific concepts
- Use of Video Streaming to support the learning of science concepts

TIER 1 **CLASSROOM AND GRADE LEVEL INTERVENTIONS**

FOR GRADE 2

General Classroom Modifications and Accommodations

- Seating arrangements
- Alternate quiet and active times
- Scheduled breaks throughout the day
- Allowing for movement
- Kinesthetic activities
- Incorporating multiple intelligences
- Modifying curriculum to meet the range of student needs
- Individualized behavior or work habit plans
- Menus or check-off sheets for students to self-monitor progress
- Partner pairings

Curriculum and Instruction Interventions:

Reading

- Common assessments to identify skills strengths and weaknesses
- Flexible leveled grouping based on student needs and skill
- Individual reading conferences to differentiate at all levels
- Volunteers and IA's used to reinforce reading practice at all levels
- Leveled books available in the classroom
- Family practice with daily reading and recordkeeping

Writing

- Regular handwriting practice to increase written automaticity
- Direct instruction of the writing process
- Self-selected student topics
- Writing process allows for differentiation
- Modify expectations based on student ability
- Individual writing conferences for differentiation of student skills
- Individual work with volunteers and Instructional Assistants

Math

- Games to reinforce and strengthen skills.
- Volunteers and IAs to provide individual assistance
- Reteaching with individuals or small groups
- Family practice with math fact fluency

Science

- Student selected experiments for personal exploration
- Reteaching with individuals or small groups
- Volunteers and Instructional Assistants to provide individual assistance

CLASSROOM AND GRADE LEVEL INTERVENTIONS **FOR GRADE 3**

General Classroom Modifications and Accommodations

- Provide repetitions of instructions.
- Provide examples when giving instructions
- Provide written directions along with oral
- Provide short simple instructions
- Repeat instructions
- Provide study sheets/previews/summaries

Curriculum and Instruction Interventions:

Reading

- Use leveled books
- A-Z reading, leveled reading material in both print and on the ACTIVBoard
- Partner pairing
- Modified Reading assignments
- Fluency practice with adults
- Books on Tape
- Exempt from reading aloud before peers

Writing

- Use a scribe
- Provide additional time to complete assignments
- Tape record student thoughts prior to writing
- Allow extra time for written responses

Math

- Accelerated Math
- One on one, small groups
- Utilize parent and high school volunteers to assist with math practice
- In class and homework assignments modified when needed
- Use manipulatives to move from concrete to abstract
- Provide fact tables for references

Science

- See reading and writing interventions to help modify science instruction.
- Use A-Z science materials – leveled reading passages to supplement science units

CLASSROOM AND GRADE LEVEL INTERVENTIONS FOR GRADE 4

General Classroom Modifications and Accommodations

- Differentiated instruction
- One on one instruction (teacher to student)
- Peer coaching
- One on one with parent helper
- Small group instruction with teacher
- Small group instruction with parent helper
- Differentiated homework
- Students read books at their level and work on same skill

- Modify assignments
- Re-teach in small groups or on one
- Additional opportunities for individualized practice
- Preferential seating to facilitate assistance
- Low stimulus study/work environment
- Additional/overnight time to complete assignments when merited
- Verbal representation/dictation of content knowledge
- Frequent short breaks/large muscle movement
- Modified seating arrangements
- Flexible grouping

Curriculum and Instruction Interventions:

Reading

- “Reader Leader” fluency practice
- Paired reading
- Reading club
- Individualized reading conferences as needed
- Modified rubric
- Reading logs
- Individual response logs/conversations
- Exemption from reading aloud before peers/private practice opportunity for “pre-read-aloud practice”
- Parent volunteer listen/coach

Writing

- One-on-one story dictation to promote idea/content fluency
- Provide pictures to stimulate ideas
- Modify expectations and length of writing pieces
- Provide choices between cursive, print or keyboarded writing
- Writer’s workshop (individualized instruction)
- Peer editing/coaching
- Parent volunteer assistance
- Modified spelling lists as needed to promote success and to provide challenge

Math

- Accelerated math for individualized instruction
- Additional practice material for areas of challenge
- Basic facts fluency program-Highline
- Partner pairing for facts mastery
- Individual whiteboards for group practice
- Modified homework for struggling students
- Parent volunteer assistance
- Math games
- Frequent (daily) use of computation practice

Science

- Buddy up with a stronger writers/readers for support in journal completions/investigations
- Modify expectations for students with reading/writing struggles

- Pay attention to group dynamics to ensure quality work/optimal learning
- Allow for pictorial representations when necessary
- Schedule science lessons to include whole group whenever (and IF) possible (avoid pullouts due to IEPs, Reading Club, SLP, Leadership groups, etc.)
- Make up missed lessons with strong peer pairings

TIER 1
CLASSROOM AND GRADE LEVEL INTERVENTIONS
FOR GRADE FIVE

General Classroom Modifications and Accommodations

- Modify assignments-differentiated homework
- One on one instruction (teacher to student)
- Small group instruction with teacher – or with parent helper
- Peer coaching
- Re-teaching in small groups or one on one
- Preferential seating to help with vision and hearing needs
- Flexible grouping
- Written and verbal instruction
- Frequent use of games for tactile learning
- Additional time on assignments if needed

Curriculum and Instruction Interventions:

Reading

- Use of graphic organizers
- Paired reading
- Reading Logs and Comprehension checks
- Books on tape
- Modified assignments when needed

Writing

- Provide choices between cursive, print or keyboarded writing
- Peer editing-coaching
- Pre Write –Shared brainstorming
- Individualized writing conferences
- Frequent structured writing phases –Step Up to Writing

Math

- Accelerated math for individualized instruction
- Modify homework
- Frequent practice with basic math facts with parents and teacher
- Math games
- Individual whiteboards for group practice
- Frequent use of computation practice in ADD 5
- Brain teasers for areas of challenge

Science

- Puzzlewise Books
- Group lessons in creating science experiments
- Small group to do experiments
- Flexible grouping
- Highlight instructions on lab sheets

GOAL # 1: SPECIFIC GRADE LEVEL ACTIVITIES AND ANTICIPATED OUTCOMES FOR OPSTAD’S ACTION PLAN: READING

SIP Grade Level Activities Beginning of the year 2008-2009

| Reading Activities Kindergarten | Anticipated Outcomes |
|--|---|
| 1. Daily read-alouds | <ul style="list-style-type: none"> *Develop listening comprehension. *Students will become familiar with differences between fiction & nonfiction books. *Students learn to identify factual information from nonfiction text read to them (fact finding). *Use facts to support class generated statements. *Thinking skills supported during read alouds: sequencing, compare/contrast, finding evidence, *Students will be able to identify characters, main character(s), setting, plot (problem/solution) *Introduce Beginning, Middle, End to retell a story |

SIP Grade Level Activities Beginning of the year 2008-2009

| Reading Activities 1st Grade | Anticipated Outcomes |
|--|---|
| 1. Invite the district TOSA in to help us develop support activities to improve student skills as identified by the DIBELS data. | High levels of collaboration with support from our district reading TOSA will result in consistency in reading instruction in first grade. |
| 2. Utilizing a manipulative based approach, focus on phonemic awareness, sight words, and decoding strategies. | Will meet the needs of struggling students as identified by the DIBELS assessment. |
| 3. Utilize the Four Blocks Balanced Literacy approach. | Consistent time for instruction in guided reading, self-selected reading, working with words, and writer’s workshop. Students’ special needs both high and low will be met through SSR and Writer’s Workshop. |

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| 4. We will work together to be more selective of stories covered so that they can be covered in more depth. Use shared and guided reading activities to focus on comprehension strategies. Use frequent re-readings to build better fluency skills. | Students will be able to comprehend the stories that they read and will read with more accuracy and fluency. |
| 5. Continue to focus on non-fiction reading activities. | Students will read non-fiction selections in the series, weekly magazines, and classroom library. Gives boys and girls the choice of non-fiction topics. |
| 6. Incorporate the DIBELS assessments and other common grade level assessments to identify students who are in need of specific reading interventions. | Students who are in need of specific reading interventions will receive extra instruction from parent volunteers and instructional aide pooled time. Will target phonemic decoding skills identified as areas of need by the Fall DIBELS assessment. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Reading Activities 2nd Grade | Anticipated Outcomes |
|--|--|
| 1. Integrate reading/thinking skills: predicting, analyzing and interpreting text, questioning, and compare/contrast | Increased WASL scores |
| 2. WASL Workshop with TOSA with 3 rd Grade team to review stem questions and develop strategies. | Better understanding of the analyzing/interpreting text so that we can incorporate these skills in our teaching. |
| 3. Reading for fluency and accuracy at grade level | Improved fluency and decoding skills towards meeting grade level standards. |
| 4. Provide additional common assessments for identifying specific needs; DRA, word feature, sight word recognition. | Allows for differentiated instruction for all students. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Reading Activities 3rd Grade | Anticipated Outcomes |
|--|--|
| 1. Use common grade level assessments in reading. DIBELS, RAI, A-Z Reading Assessments | As a grade level we will have common data on each child. |

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| 2. Students read leveled books at least 20 min. a day | Students will increase their comprehension and fluency by reading text at their just right level. |
| 3. Teach students how to analyze and interpret informational text with various resources. | Students will be successful at analyzing and interpreting informational text. |
| 4. Use WASL cards during both read aloud and independent reading. | Students will have experience answering comprehension and analytical questions with both literary and informational text |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Reading Activities 4th Grade | Anticipated Outcomes |
|--|---|
| 1. Frequently monitor student progress in reading skills using various and appropriate assessment tools. | Determine areas where focused instruction is needed. |
| 2. Focus on comprehension skills, especially analyzing and interpreting text, using various strategies and materials tailored to each class's needs. | Students will increase comprehension and analysis skills. |
| 3. Focus on reading fluency using various strategies. | Students become more fluent and confident readers. |
| 4. Consistently provide daily self-selected reading time. | Students become independent, self- directed readers. |
| 5. Develop and strengthen vocabulary using various sources such as spelling/vocabulary units, etc. | Students increase vocabulary and comprehension. |
| 6. Expose students to a wide variety of reading materials, such as poetry, news articles, magazines, graphs, charts, recipes, etc. | Students become familiar with real-life reading skills. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Reading Activities 5th Grade | Anticipated Outcomes |
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|---|---|
| 1. Team collaboration to develop assessments that align with RAI to incorporate reading strategies across the curriculum and teach students to apply those strategies when reading non-fiction materials in all subjects. | Students will increase their ability to recognize the following: main idea, cause and effect, infer context, and fact or opinion. |
| 2. In addition, vocabulary from Social Studies and Science will be implemented into the spelling curriculum. | Students will improve ability to build vocabulary acquisition strategies. Some examples are: synonyms, antonyms, and prefixes. |
| 3. Continue to incorporate thinking skills into classroom-based instruction. | Students will improve in cause and effect, main idea, inference, etc, while using core subject text. |
| 4. Provide individual instruction and support by weekly skill based reading interventions. | Students will receive help on needed basis in the classroom. Reading Club will also be used for identified students. |
| 5. DIBELS Testing | Students will be assessed and receive intervention if needed. |
| 6. Junior Great Books | This Reading Program will develop the student's ability to use inferences |

GOAL # 2: SPECIFIC GRADE LEVEL ACTIVITIES AND ANTICIPATED OUTCOMES FOR OPSTAD'S ACTION PLAN: WRITING

SIP Grade Level Activities Beginning of the year 2008-2009

| Writing Activities Kindergarten | Anticipated Outcomes |
|--|--|
| 1. Journal Writing | Students use developmental stages of writing and students write at their own level. Students self-select topics that meet boy-girl preference (Content). Students see themselves as writers. |

SIP Grade Level Activities Beginning of the year 2008-2009

| Writing Activities 1st Grade | Anticipated Outcomes |
|--|-----------------------------|
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|--|---|
| 1. Focus on Writer's Workshop implementation with a focus on the new district writing framework. | Students will be writing in multiple forms at their own level. This will accommodate students' special learning needs (high and low) and boy/girl learning differences. |
| 2. Utilize Units of Study for Primary Writing (A Year Long Curriculum) and add more 6 Trait components. | Students will become familiar with the components of quality writing at an appropriate first grade level. |
| 3. Develop correct line orientation, spacing and letter formation. | Students will be proficient in handwriting. |
| 4. As a grade level continue to collaborate on common writing assessments and scoring procedures to identify students who are in need of specific writing interventions. | Students who are in need of specific writing interventions will receive extra instruction from parent volunteers and instructional aides. The targeted priorities will be (1) conventions, (2) quality of writing. |
| 5. Focus on Writer's Workshop implementation with a focus on the new district writing framework. | Students will be writing in multiple forms at their own level. This will accommodate students' special learning needs (high and low) and boy/girl learning differences. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Writing Activities 2nd Grade | Anticipated Outcomes |
|---|---|
| 1. Use steps of the writing process to strengthen areas of Content, Organization, and Style | Improved ability to organize and revise student writing |
| 2. Utilize spelling resources such as: Word Wall Words, dictionaries and thesaurus | Allows students greater independence at revising and editing their own work |
| 3. Use Four Block writing structure | Improved organizational skills in writing |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Writing Activities 3rd Grade | Anticipated Outcomes |
|--|---|
| 1. Provide proofreading practice weekly. | Students will become more proficient at proofreading for conventions. |

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| 2. Use 6 Traits for instruction on Ideas, Organization and Voice especially in narrative writing. Increase narrative writing instruction and practice. | Students will write narratives with great ideas, organization and voice. |
| 3. Continue to use Step-Up for teaching paragraph organization for expository writing. | Students will be successful in writing organized paragraphs. |
| 4. Administer three standard writing assessments throughout the year. | Teachers have common assessment to collaboratively score and analyze students' writing. |
| 5. Daily journal writing | Students will be able to write fluently. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Writing Activities 4th Grade | Anticipated Outcomes |
|---|--|
| 1. Increase expectations for students to use appropriate writing organization and conventions across all curriculum areas, i.e. science journals, social studies assignments, etc. | Students are more accountable in all phases of writing. |
| 2. Use collaboratively developed district anchor papers (writing samples) with rubrics to help students understand the WASL standards, expectations for the Six Traits of Writing, and Step up to Writing | Students will be more familiar and proficient in WASL-like writing assessments, and learn to organize writing more efficiently. |
| 3. Students write reports using non-fiction text as informational resources. | Students become more familiar in gathering research information and putting it into an organized expository format. |
| 4. Incorporate whole grade level writing prompt assessment two times yearly. | Students become familiar with writing format; also gives teachers a basis for assessing the group and modifying instruction as needed. |
| 5. After scoring our fall writing prompts, decide whether we wish to coordinate with the TOSA to improve weak areas. | Teachers will obtain assistance in helping students to improve writing skills. |
| 6. Focus on writing conventions across the content areas, using Daily Oral Language, proofreading marks, and editing practice from various sources. | Students develop better habits in using conventions. |

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| 7. Incorporate regular use of written reading response. | Students become better in expressing thoughts in their writing. |
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**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Writing Activities 5th Grade | Anticipated Outcomes |
|--|--|
| 1. Continue using Step Up to Writing Program. | Students will improve their organization of paragraphs in essays. |
| 2. Incorporate the Six Traits of Writing into our writing instruction and evaluation with the emphasis on ideas and organization. (First trimester). | Students will gain skill in writing. Students will improve in the revision phase of writing. Students will master basic mechanics of sentence structure. |
| 3. Teach Conventions (DLR) Daily Language Review. | Students will improve basic conventions in all writing. |
| 4. Write effectively in a variety of forms showing awareness of a specific audience. | Students will communicate information in both the friendly letter and business formats. |

GOAL # 3: SPECIFIC GRADE LEVEL ACTIVITIES AND ANTICIPATED OUTCOMES FOR OPSTAD'S ACTION PLAN: MATH

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Math Activities Kindergarten | Anticipated Outcomes |
|---|---|
| 1. Kindergarten Math Workbook | <p>Daily review of previously-taught skills.</p> <p>Used as an informal assessment tool.</p> <p>Allows for a re-teach opportunity if needed by class/students.</p> <p>Supports and develops number sense development by providing a spiral effect of when students visit and revisit number sense concepts.</p> |

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| <p>2. <u>Growing with Math Units</u> support number sense goals: Counting to 100; Exploring Numbers 0-9; Comparing, Ordering, and Joining Numbers; Grouping and Separating Numbers; Exploring Numbers 11-15; Exploring Numbers 0-20; and Equal Groups, Sharing, and Fractions</p> | <p>*Number sense and sight recognition of numbers is developed through activities that involve: -estimating and counting objects, both concrete and pictorial -working with different representations of numbers -comparing and ordering groups of concrete objects -comparing and ordering pictorial and symbolic representations of number -recognizing and beginning to write numerals -using the language of ordinal numbers -joining numbers together and breaking them apart -making equal groups and sharing</p> |
| <p>3. <u>GWM unit:</u> Space, 3-D shapes, 2D shapes & Patterns Unit(s)</p> | <p><u>Content focus of units is algebra, geometry, and data analysis and probability.</u> Hands-on lessons detailing the following: -characteristics & properties of 3-D solids and 2-D shapes - Creating & extending patterns -Relative positions of objects</p> |
| <p>4. <u>Measurement unit:</u></p> | <p>*Recognize the attributes of length, volume/capacity, and weight. *Compare and order objects according to attributes. *Understand how to measure using nonstandard and standard units.</p> |

**SIP Grade Level Activities
 Beginning of the year
 2008-2009**

| Math Activities 1st Grade | Anticipated Outcomes |
|---|---|
| <p>1. We will meet with the Math TOSA to identify how to best utilize our materials to help students meet the new math standards.</p> | <p>Become more familiar with the adopted new state math standards and determine how best to meet those standards.</p> |
| <p>2. Develop common grade level assessments to help us determine the strengths and needs of our students.</p> | <p>We anticipate that we will use the Math Assessment Companion to redesign Common grade level assessment tools to identify students who are having difficulty with each area/strand in math.</p> |
| <p>3. Provide daily math review activities at the beginning of each day to target critical math strands.</p> | <p>Reinforce the math strands identified by our common grade level assessments as areas of need.</p> |
| <p>4. Provide grade level math problem solving and graphing activities.</p> | <p>Students will improve their problem solving and graphing skills.</p> |
| <p>5. We will meet with the Math TOSA to identify how to best utilize our materials to help students meet the new math standards.</p> | <p>Become more familiar with the adopted new state math standards and determine how best to meet those standards.</p> |

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**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Math Activities 2nd Grade | Anticipated Outcomes |
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| 1. Aligning new statewide math standards with curriculum | Narrowing focus to determine goals for 2 nd grade mastery |
| 2. Mastery of basic facts to 20 | Computational fluency |
| 3. Develop practice activities to achieve mastery of measurement standards (time, money, linear measurement) | Improved skills and confidence in these areas |
| 4. Integrate regular use of graphing activities | Students will be able to analyze and interpret data using graphs |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Math Activities 3rd Grade | Anticipated Outcomes |
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| 1. Research and find additional geometry units to supplement our math curriculum. | Students will have additional direct instruction in the area of geometry. Students' geometry skills will improve. |
| 2. Consistently use the number sense box provided in Growing with Math. | Student's number sense skills will improve. |
| 3. Daily practice of math problem solving skills | Students will become proficient in problem solving. |
| 4. Work with Cohorts on realignment of curriculum to match new math standards. | Alignment of curriculum |
| 5. Provide focused instruction in the area of measurement. | Students will become proficient in measurement. |

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| 6. Practice basic math fluency in class and in the hall with volunteers. | Students will become skilled in math facts, including addition, subtraction and multiplication. |
| 7. Use Accelerated Math as a supplemental curriculum to help meet the needs of all students. | Students are able to work on math objectives at their own Pace. For some this will be review of second grade objectives while others will be challenged with future objectives. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Math Activities 4th Grade | Anticipated Outcomes |
|---|--|
| 1. Use Daily math calculation activities (Drops in the Bucket, ADD 4, Accelerated Math, Math Minutes) at the beginning of each day, | Students become more adept in computation and number sense. |
| 2. Focused instruction and regular practice on math problem solving steps (Problem Solver notebook and "TIPS" from ADD 4, WASL released items and other problem solving activities). | Students will develop greater problem solving abilities. |
| 3. Provide focused instruction in math vocabulary. | Students become more fluent with mathematical language. |
| 4. Provide additional focused instruction in math content areas where students demonstrated weaknesses on the 3 rd grade WASL, such as measurement, algebraic sense, and number sense. | Students will become more skilled in specific math content areas. |
| 5. Assist students in mastering math facts. | Students develop automaticity in recalling math facts, thus improving computational skills. |
| 6. Work with math TOSA, Gayle Smith, in integrating new math standards. | Students will be prepared for this year's WASL and experience a smooth transition into fifth grade with expected new standards mastered. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Math Activities 5th Grade | Anticipated Outcomes |
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| 1. Provide biweekly math calculation activities at the beginning of each day and at least a minimum of twice a week do a timed math fact test. | Students will increase fluency of math facts and build confidence. Students will gain skills to calculate more complex problems. |
| 2. Align units from Envision Mathematics text with Accelerated Math Program. Fully implement Accelerated Math to reinforce and practice math concepts and computation. | Students will gain accuracy by drill and practice. Students will make progress at their own pace. They will achieve mastery for objectives and move on to new objectives. |
| 3. Focused instruction and regular practice in geometric sense, probability, statistics, and algebraic sense. | Students will understand the basic concepts and apply their knowledge |
| 4. Provide instruction and practice in math WASL type questioning. Provide students with a variety of problem solving strategies. | Students will gain skills to enhance critical thinking in WASL type questions. |

GOAL 4: Improve Student Achievement in Science continues as a long term goal.

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Science Activities Kindergarten | Anticipated Outcomes |
|--|--|
| 1. Model Scientific Process as grade level appropriate. (Prediction, Observation, & Recording) | Students will be introduced to the scientific process appropriate for our grade level via modeled activities and or guided activities. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Science Activities 1st Grade | Anticipated Outcomes |
|---|--|
| 1. Focus on consistent vocabulary used in our science instruction. | This will provide consistency between grade levels. |
| 2. Introduce the scientific process as grade level appropriate and focus on predicting, observing, and recording. | Students will gain experience with using the scientific process. |
| 3. We plan to utilize the science TOSA to gain a further understanding of systems and what is the best developmentally appropriate way to teach | We will determine the most effective ways to help our students understand systems. |

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**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Science Activities 2nd Grade | Anticipated Outcomes |
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| 1. Work with TOSA to identify specific lessons per unit that address systems in the 2 nd Grade curriculum | Better support of curriculum and student understanding of systems |
| 2. Work with TOSA to develop and implement direct instruction for scientific writing and response | Improve scientific writing and comprehension of content |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Science Activities 3rd Grade | Anticipated Outcomes |
|---|---|
| 1. Use common scientific language across the grade level. | Teachers will use common language amongst themselves. Students will consistently hear and use the same scientific language. |
| 2. Work with the Science TOSA on teaching systems in science. | Students will increase their knowledge of systems. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Science Activities 4th Grade | Anticipated Outcomes |
|---|---|
| 1. Integrate state required science vocabulary into science and spelling instruction. | Students become more comfortable with science vocabulary. |
| 2. Provide direct instruction in scientific method and inquiry. | Students become knowledgeable with the scientific method. |
| 3. Integrate science activities with study of Washington State through Camp Waskowitz, Seattle Aquarium, and the Port of Seattle field trips. | Students become more excited and involved in interdisciplinary studies. |

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| 4. Provide opportunities for students to engage in individual science projects. | Students will demonstrate understanding of the scientific method. |
| 5. Work with our science TOSA, Kerstin Kramer, to develop common science assessments. | Teachers will develop greater consistency in evaluating students. |
| 6. Provide in-depth instruction in the understanding of systems. | Students will develop a stronger foundation in the understanding of systems in science. |

**SIP Grade Level Activities
Beginning of the year
2008-2009**

| Science Activities 5th Grade | Anticipated Outcomes |
|--|--|
| 1. Increase emphasis on science vocabulary. | Students will gain knowledge of vocabulary and its meaning. |
| 2. Consistently provide instruction using the district science kits. | Students will learn the curriculum covered in the kits. |
| 3. Provide opportunities for students to design and implement their own investigations. | Students will become more proficient using the scientific method. Students will learn to work through the entire scientific process. |
| 4. To consistently use proper writing conventions and organization skills when writing in science. | Journal writing and explanations by students will improve. Students will understand and improve the link between the science kits and their journal writing of investigations. |

School Improvement Goal # 1: To Improve Student Achievement in Reading

| 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> |
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| Grade level teams develop action plans to support our goal of improving student achievement in Reading | Staff have been developing, monitoring and evaluating grade level action plans for the past 8 years. They are proficient | On-going throughout the year, mid- year and year-end evaluations will be conducted. Initial action plan completed Oct. 26, 2008 | Time given at staff retreat, Learning Improvement Day and at regularly scheduled grade level team meetings to develop, monitor and evaluate grade level reading action plans. | Teacher leaders on grade level teams. Principal | Mid-year and Year-end evaluations of outcomes as indicated in grade level action plans (attached) |
| District provided reading training for all grades. | See Grade Level Action Plans in Attachments | On-going training and grade level team work on reading assessments | Staff trainers, grade level team meetings to collaborate and review and evaluate Grade Level Action plans | Teacher leaders on Grade Level Teams District Reading Cohorts, Literacy TOSA, Teacher leaders, Principal | Mid-year and Year end evaluations of outcomes as indicated in Grade Level Action Plans (attached) |
| <p>Procedures for evaluating success in reaching this goal: <i>Mid-year and year-end review of outcomes of Grade Level Action Plans will be collected and reviewed by our entire staff and Learning Improvement Team.</i></p> | | | | | |
| <p>How will you know these interventions are working? In addition to the above summative evidence, we will have next spring's 3rd, 4th, & 5th Grade WASL Reading scores, DIBELS Reading Fluency Assessments, and Grade Level Team's collaboratively developed assessments.</p> | | | | | |

School Improvement Goal #2: To Improve Student Achievement in Writing

| 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> |
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| Grade level teams develop action plans to support our goal of improving student achievement in writing | Staff have been developing grade level action plans for the past 7 years. They are proficient | On-going throughout the year, mid- year and year-end evaluations will be conducted. Initial action plan completed Oct. 2008 | Time given at staff retreat, Learning Improvement Day and at regularly scheduled grade level team meetings to develop, monitor and evaluate grade level action plans. | Teacher leaders on grade level teams | Mid-year and Year-end evaluations of outcomes as indicated in grade level action plans (attached) |
| District provided writing assessment training for grades 2-5. | See Grade Level Action Plans in Attachments Train staff on collaborative scoring of district administered | On-going training and grade level team collaboration on writing instruction | Staff trainers, Literacy TOSA, grade level team meetings to collaborate and review. | Teacher leaders on Grade Level Teams District Literacy TOSA Teacher | Mid-year and Year end evaluations of outcomes as indicated in Grade Level Action Plans (attached) |

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| | writing prompts | | | leaders Principal | |
| <p>Procedures for evaluating success in reaching this goal: <i>Mid-year and year-end review of outcomes of Grade Level Action Plans will be collected and reviewed by our entire staff and Learning Improvement Team.</i></p> | | | | | |
| <p>How will you know these interventions are working? In addition to the above summative evidence, we will have next spring's 4th Grade WASL Writing scores and district writing prompts assessments that will be given each trimester for grades 2-5.</p> | | | | | |

School Improvement Goal # 3: To Improve Student Achievement 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> |
|---|---|---|--|--|---|
| Grade level teams develop action plans to support our goal of improving student achievement in math | Staff have been developing, monitoring and evaluating grade level action plans for the past 8 years. They are proficient | On-going throughout the year, mid- year and year-end evaluations will be conducted. Initial action plan completed Oct. 2008 | Time given at staff retreat, Learning Improvement Day and at regularly scheduled grade level team meetings to develop, monitor and evaluate grade level math action plans. | Teacher leaders on grade level teams. Principal | Mid-year and Year-end evaluations of outcomes as indicated in grade level action plans (attached) |
| District TOSA will provided math training for all grades K-5 to learn new Math Standards. | See Grade Level Action Plans in Attachments Math Assessment Companion tool for developing curriculum based, grade level assessments | On-going training and grade level team work on math curriculum alignment and math assessments. | Staff trainers, grade level team meetings to collaborate and review and evaluate Grade Level Action plans | Teacher leaders on Grade Level Teams District Math Cohorts Math Team, Math TOSA, Teacher leaders, and Principal | Mid-year and Year end evaluations of outcomes as indicated in Grade Level Action Plans (attached) |
| <p>Procedures for evaluating success in reaching this goal: <i>Mid-year and year-end review of outcomes of Grade Level Action Plans will be collected and reviewed by our entire staff and Learning Improvement Team.</i></p> | | | | | |
| <p>How will you know these interventions are working? In addition to the above summative evidence, we will have next spring's 3rd, 4th, & 5th Grade WASL Math scores, collaboratively developed grade level math assessments and curriculum based math assessments.</p> | | | | | |

School Improvement Goal # 4: To Improve Student Achievement in Science

| 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> |
|--|---|---|--|--|---|
| Grade level teams develop action plans to support our goal of improving student achievement in science | Staff have been developing, monitoring and evaluating grade level action plans for the past 8 years. They are proficient | On-going throughout the year, mid- year and year-end evaluations will be conducted. Initial action plan completed Oct. 2008 | Time given at staff retreat, Learning Improvement Day and at regularly scheduled grade level team meetings to develop, monitor and evaluate grade level math action plans. | Teacher leaders on grade level teams. Principal | Mid-year and Year-end evaluations of outcomes as indicated in grade level action plans (attached) |
| TOSA provided science training for all grades. | Science TOSA will provide training at Opstad specific to Systems in Science | On-going training and grade level team work on science curriculum and assessments. | Staff trainers, grade level team meetings to collaborate and review and evaluate Grade Level Action plans | Teacher leaders on Grade Level Teams Science TOSA, Teacher leaders, and Principal | Mid-year and Year end evaluations of outcomes as indicated in Grade Level Action Plans (attached) |
| <p>Procedures for evaluating success in reaching this goal: <i>Mid-year and year-end review of outcomes of Grade Level Action Plans will be collected and reviewed by our entire staff and Learning Improvement Team.</i></p> | | | | | |
| <p>How will you know these interventions are working? In addition to the above summative evidence, we will have next spring's 3rd, 4th, & 5th Grade WASL Math scores, collaboratively developed grade level math assessments and curriculum based math assessments.</p> | | | | | |

School Improvement Goal #5: To improve support and early intervention to struggling students who are at risk for not meeting state standards.

| 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> |
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|---|--|--|--|---|--|
| <p>Embed in Grade Level team activities for differentiated instructions for both high and low students.</p> | <p>Staff collaborate on ways to differentiate instruction and provide classroom and grade level interventions for struggling students</p> | <p>On-going, time will be devoted to this task at staff and grade level team meetings</p> <p>Teachers will continue to collaborate on differentiating instruction for both high and low achieving students</p> | <p>Differentiated instruction resources continue to be identified and shared among teachers.</p> | <p>Opstad staff Principal Grade Level Teams</p> | <p>Mid-year and year-end reviews of outcomes in grade level action plans.</p> <p>3rd, 5th & 5th Grade WASL scores.</p> <p>DIBELS assessments</p> |
| <p>Identify students who are most at risk in Reading skills by testing all Opstad students for Reading Fluency using DIBELS assessments</p> <p>We have hired four part-time Instructional assistants provide research based reading interventions</p> | <p>Reading Club staff are trained on assessing students using a variety of screening and diagnostic assessments as well as our curriculum; Process Assessment of the Learner</p> | <p>All students have been assessed and struggling students have been identified. Parents have been notified, and Reading Club services began in October 2008</p> | <p>Temporary, one year only resources have been allocated from the district to support this identified need, this year.</p> <p>Opstad PTA donated \$8,000 toward providing Reading Club assistance. This resource helped fund part of our Reading Club Instructional Assistants.</p> <p>Snoqualmie Valley Schools Foundations has donated \$5,000 to help support this reading intervention program.</p> | <p>Principal, Teachers, District Literacy TOSA</p> | <p>Pre and post assessments on students who receive targeted interventions through the Reading Club Program. Weekly assessments on “intensive intervention” students</p> <p>All students in the school will be given the reading skills assessment near the end of each trimester.</p> |
| <p>Communicate regularly with parents about our Reading Club Program; how students are identified, how students are served, and how the students and program are evaluated</p> | <p>Reading Club staff will be trained on the Process Assessment of the Learner intervention curriculum.</p> | <p>On-going, the program will be evaluated at the end of each trimester.</p> | <p>Access to school newsletter, PTA meetings, etc.</p> <p>Teacher newsletters</p> | <p>Principal Reading Club Program Staff Teachers</p> | <p>Parents of Reading Club students will be surveyed periodically.</p> <p>Parent perceptions about Reading Club Program will be evaluated via our next Parent Survey on The Nine Characteristics of Highly Effective Schools</p> |
| <p>Procedures for evaluating success in reaching this goal:</p> <ol style="list-style-type: none"> 1. Staff Survey on The Nine Characteristics of Highly Effective Schools 2. Pre-post assessments of targeted students who receive intervention in our Reading Club Program | | | | | |

How will you know these interventions are working?

1. Students who receive targeted interventions will improve their skills as measured by pre and post assessments
2. Parents of Reading Club students will report favorable results for their child in reading club via parent survey.
3. Parents will show a greater awareness about Opstad's assistance to students who are struggling or not meeting standards

VI. School Improvement Budget

2008-09 School Improvement Allocation: \$4,420.00

| School Improvement Goal(s) | Professional Development Release Time, etc | Conferences Workshops | Consultants | Travel Expenses | Materials |
|---|--|---|--|--------------------|---|
| Goal #1: To Improve Student in Reading | Staff retreat meals, Staff meetings, Grade level team meetings, building directed days. | District literacy cohort meetings to coordinate literacy Grade level teams collaborate on reading lesson implementation | Staff members to attend training. \$2,000.00 | \$ | Reading Connections monthly newsletter for parents. \$220.00 |
| Goal #2: To Improve Student Achievement in Math | Math committee district level meetings, staff retreat, staff meetings, grade level team meetings, building directed day | Grade level teams collaborate on Math Assessment Companion tool to develop common grade level assessments aligned to Math "power standards." | Staff will attend scheduled district math trainings | | Workshop materials. Math Assessment Companion software purchased for each school by Curriculum Director |
| Goal #3: To Improve Student Achievement in Writing | Staff retreat & LID day meals. Grade Level Team meetings. Building Directed Days | District training for 2nd-5 th teachers, on scoring common writing prompt assessments. | Literacy TOSA will provide training on 6 Traits of Writing | | Writing prompt scoring training materials supplied by the district. |
| Goal#4: To Improve Student Achievement in Science | | Staff attend district Science Cohort meetings | Science TOSA to train all Opstad Staff in Systems in Science | | |
| Goal #5: Perceptual Goals: To improve Student Support for struggling students, academic standards, who are at risk for not meeting state standards. And accommodate students' special needs by adjusting | Materials have been purchased for Reading Club staff. | Provide on-going training & collaboration time to Academic Support Program Staff. | | | Reading intervention materials for Reading Club. Reading \$1,600.00 Reading Connections Newsletter for Parents. |

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|--|---|---|--|--|------------------|
| instruction. Embedding strategies to close the boy –girl achievement gap. | | | | | |
| | Meals for staff for one day of staff retreat = \$536.00 | 0 | | | |
| Total Cost: | | | | | \$4356.00 |

STUDENT WASL ACHIEVEMENT DATA

THIRD GRADE

WASHINGTON ASSESSMENT OF STUDENT LEARNING

WASL SCORES FOR PAST THREE YEARS

(Reported as Percent of Students Who Met the State Standards)

| WASL Sub-Test | 2006 | 2007 | 2008 |
|---------------|------|------|------|
| Reading | 74 | 81 | 73 |
| Mathematics | 72 | 83 | 73 |

FOURTH GRADE

WASHINGTON ASSESSMENT OF STUDENT LEARNING

WASL SCORES FOR PAST TEN YEARS

(Reported as Percent of Students Who Met the State Standards)

| WASL Sub-Test | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------------|------|------|------|------|------|------|------|------|------|------|
| Reading | 67 | 75 | 84 | 73 | 82 | 76 | 94 | 89 | 74 | 81 |
| Mathematics | 33 | 58 | 82 | 72 | 77 | 51 | 80 | 66 | 58 | 67 |
| Writing | 38 | 65 | 64 | 63 | 63 | 47 | 48 | 77 | 52 | 67 |

FIFTH GRADE

WASHINGTON ASSESSMENT OF STUDENT LEARNING

WASL SCORES FOR PAST FIVE YEARS

(Reported as Percent of Students Who Met the State Standards)

| WASL Sub-Test | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------------|------|------|------|------|------|
| Reading | NA | NA | 90 | 81 | 81 |
| Mathematics | NA | NA | 77 | 74 | 63 |
| Science | 47 | 38 | 58 | 57 | 48 |

PERCEPTUAL DATA: STAFF SURVEY

Opstad Staff Survey Results: Nine Characteristics of Effective Schools, April, 2008

100% of Opstad staff agreed with the following statements:

I am willing to work at changing my school for the better.
I welcome new and innovative ideas.
My work contributes to the mission and purpose of our school.
Important decisions here are based on the mission and purpose of our school.
I know what is expected in terms of my work performance.
Staff, at all levels, are treated fairly at our school.
I am comfortable with presenting new ideas to my principal.
This school encourages parent involvement
There are people at our school who care about me as a person
Our school is orderly and supports learning
Confidential information is carefully guarded in our school.
Our staff can count on one another for help when needed
We have a system of celebrating student success
Our staff will go the extra mile for others.

99-95% of Opstad staff agreed with the following statements:

My principal is committed to quality education.
My principal listens to my ideas and concerns.
My principal cares about me as a person.
My principal is comfortable presenting new ideas to our staff.
My principal has a student-learning focus.
My principal facilitates systems and processes to support school improvement.
My colleagues are willing to work at changing our school for the better.
My colleagues welcome new and innovative ideas.
I understand the mission and purpose of our school.
Our school has a data driven school improvement plan.
Staff I work with demonstrate commitment to our mission.
Students understand the expectations and standards of this school.
Parents understand the standards and expectations of this school.
Our staff meets regularly to monitor the implementation of our School Improvement Plan.
Students understand the expectations and standards of our school.
Staff at our school collaborate to improve student learning.
Staff at our school are consistently truthful.
Our teachers effectively communicate student progress to parents
With important decisions we collaborate with parents.
Students in our school are engaged in learning
I am encouraged to learn and grow in our school
I have a good or best friend at work.
I actively participate in the evaluation of my performance objectives.
In my job, my best skills and talents are being utilized.
Our teachers engage in professional development activities to learn and apply reading skills and strategies.
Our teachers engage in professional development activities to learn and apply math skills and strategies.
Struggling students receive early intervention and remediation to acquire skills.
Assessment data is used to identify student needs and appropriate instructional intervention.
Our staff demonstrates a thorough understanding of state learning standards for math.
Our school provides curriculum that is relevant and meaningful.
All teachers integrate literacy and numeracy concepts into their teaching.
When there is a problem at our school we talk about how to solve it.
Our staff believes all students can meet state standards.
I believe that all students can meet state standards.
Resources are allocated based on the mission and purpose at our school.

95-90% of Opstad staff agreed with the following statements:

- My performance goals are set based on the mission and purpose of our school.
- Our district supports effective classroom practice.
- During tough times, our administrator does everything he can to keep people.
- The curriculum we teach reflects the cultures of the community we serve.
- I receive recognition or praise for a job well done.
- We frequently are informed about how well we are doing.
- I talk with my principal about progress on my performance goals.
- We are provided with training to collaborate on improving student learning.
- Appropriate data are used to guide building-directed professional development.
- The reading program we teach is aligned with state learning standards.
- The mission and vision of our school and the district are aligned with each other.
- We hold one another accountable for behavior that is culturally sensitive.
- Our school communicates effectively to families of all cultures.
- I understand the concepts of cultural responsiveness in my daily work.

Opstad staff recognizes that our staff survey results are more positive than most schools. However, we have begun to focus our understanding and training on ensuring that our curriculum and celebrations encompass all of the cultures represented in our school.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

Research has found that high performing schools have a number of common characteristics. Our state has adopted these Nine Characteristics of Highly Effective Schools:

- 1. Clear and Shared Focus**
- 2. High Standards and Expectations**
- 3. Effective School Leadership**
- 4. Supportive Learning Environment**
- 5. High Levels of Community and Parent Involvement**
- 6. High Levels of Collaboration and Communication**
- 7. Frequent Monitoring of Teaching and Learning**
- 8. Curriculum, Instruction, and Assessment Aligned with Standards**
- 9. Focused Professional Development**

OUR IDEALS: A PROFESSIONAL LEARNING COMMUNITY

Opstad School is a Professional Learning Community. Authors Robert Eaker, Richard DuFour & Rebecca DuFour, in their book, **Getting Started, Reculturing Schools to Become Professional Learning Communities**, share ideals and strategies about creating professional learning communities by developing high-Performing, collaborative teams.

“Schools that function as professional learning communities are always characterized by a collaborative culture. Teacher isolation is replaced with collaborative processes that are deeply embedded into the daily life of the school. Members of a Professional Learning Community are not “invited” to work with colleagues; they are called upon to be contributing members of a collective effort to improve the school’s capacity to help all students learn at high levels.

The driving engine of the collaborative culture of a professional learning community is the team. All members of the staff are assigned to one or more teams that are called upon to work interdependently to achieve one or more common goals. Individual teachers give up a degree of personal autonomy in exchange for collective authority to answer the most critical questions of teaching and learning. Teams work together to clarify the intended outcomes of each grade level, or unit of instruction. They develop common assessments that they consider valid measures of student mastery. They jointly analyze student achievement data, draw conclusions, and establish team improvement goals. They support one another and share strategies and materials as they work together to accomplish goals that they could not achieve by working alone. The teams have the benefit of time, focus, parameters, access to information, and on-going support as they engage in collective inquiry and action research. They work together in an ongoing effort to discover best practices and to expand their professional expertise.

The ideas that drive the **Professional Learning Community** model strike a chord with educators.... The enthusiastic response to the Professional Learning Community model often has been tempered, however, by the uncertainty of educators regarding their ability to create a learning community within their own settings. They question whether or not their schools or school districts have the resources, competencies, leadership or will to work through the challenges inherent in the cultural transformation of a school. Thus it is common for people to seek the step-by-step recipe they can follow to create a **Professional Learning Community** in their own school.

The bad news, of course, is that no such recipe exists. Neither quick fixes nor fool-proof formulas are available to those interested in the **Professional Learning Community** model. The structural and cultural changes required to advance a traditional school on the continuum of becoming a Professional Learning community are inherently non-linear and complex. Progress is typically incremental, characterized more by starts and stops, messiness, and redundancy than sequential efficiency.

But while those interested in the **Professional Learning Community** do not have access to a fool-proof recipe, a solid conceptual framework is available to guide their efforts. The elements of this framework illustrate how schools operate when they are functioning as Professional Learning Communities. Schools that keep the framework at the forefront as they engage in the improvement process have a model by which they can assess the effectiveness of their efforts.

The **Professional Learning Community** conceptual framework can be grouped into three major themes that are evident in the policies, programs, and practices of the school or district. The themes are: (1) a solid foundation consisting of collaboratively developed and widely shared mission, vision, values, and goals, (2) collaborative teams that work interdependently to achieve common goals, and (3) a focus on results as evidenced by a commitment to continuous improvement.

From: **Getting Started, Reculturing Schools to Become Professional Learning Communities**, by Robert Eaker, Richard DuFour & Rebecca DeFour.

WHAT RESEARCH SAYS ABOUT HOW EFFECTIVE SCHOOLS ANALYZE DATA AND INFORMATION TO ESTABLISH GOALS, TARGETS, AND ACTIVITIES TO IMPROVE STUDENT LEARNING

Some schools, despite demographic disadvantages and a history of low achievement, can and do improve. Entire school districts, including those with large disadvantaged populations, have improved significantly--and fairly quickly (Schmoker, 2001). Quite recently, whole states, such

as Virginia and Massachusetts, have been startled at the dramatic increases in urban and low-performing schools passing even the most difficult state exams (Seymour, 2001; Greenberger, 2001).

Even more hopeful is that the best and most reliable methods for realizing such improvements are largely *simple and direct*. And they are eminently replicable. There is substantial evidence that results are virtually inevitable when teachers, working in teams:

Focus substantially--though not exclusively--on assessed standards.

Review simple, readily available achievement data to set a limited number of measurable achievement goals in the lowest-scoring subjects or courses and target specific standards where achievement is low within that course or subject area.

Work regularly and collectively to design, adapt, and assess instructional strategies *targeted directly at specific standards* of low student performance revealed by the assessment data (e.g. "measurement" in math; "voice" in writing; "sight reading" in music).

Michael Fullan has been saying for years that successful schools are places where teams of teachers meet regularly to focus on student work through assessment and change their instructional practice accordingly to get better results (Fullan, 2000).

Quite recently, author James Collins weighed in with his study of 1,435 organizations. What separates the good from the great? Not time-consuming "over hyped" change programs that arrive with each new CEO. It is instead highly focused team efforts conducted with "simplicity and diligence." This approach works because "real people in real companies want to be part of a winning team. They want to contribute to producing real results. ... When people begin to feel the magic of momentum, when they begin to see tangible results, that's when they line up, throw their shoulders to the wheel and push" (Collins, 2001).

I have recently written of the marked success of five whole school districts and a number of individual schools, most of them facing formidable socioeconomic challenges (Schmoker, 2001). The most arresting reason for their exceptional improvement is the simplicity of their efforts--all built around the same themes: setting goals (few in number); using data to identify areas of lowest performance; and then finding, creating, and continuously refining better ways to teach to those skills using a baseline and measuring the number of students who actually learn the specific targeted skills.

These teachers employ *truly* research-based strategies like Reciprocal Reading (Berliner & Casanova, 1996) or those found in Marzano, Pickering, & Pollock's *Classroom Instruction That Works* (2001). But they don't begin with the strategy. They begin *with the specific standard or standards we want more students to learn*. Then they choose and adapt the appropriate strategy. Being specific does not mean only basic skills, as important as they are. In these schools, teachers have created new lessons and strategies for helping more students learn the elements of

comparative social and economic systems, vowel sounds, the concept of light and color in physics, or getting the main idea of a text.

In words that resonate with most educators, Peter Drucker (1992) writes that "the largest and easiest gains in knowledge work come from redefining the task and eliminating what need not be done." Collins writes that we must all make a "stop doing list." We must "*stop doing* anything and everything" that doesn't get us the results we want (Collins, 2001).

Results will require tough but intelligent decisions from us. To gain the results we want will require that we systematically review and eliminate unnecessary, ill-wrought goals and committee work, and that we abandon ineffective but so-called "research-based" programs and strategies. Staff developers are uniquely situated to urge educators to conduct such essential reviews.

And they could also begin immediately to redefine a successful improvement effort as an *effective lesson or strategy that gets results*. These lessons might be part of a larger program or refined lessons that fit within the program. But we need to realize that a focus on lessons themselves--linked to assessed standards--provides our best chance to study and hence improve instruction. Let's begin urging educators everywhere to identify, refine, disseminate, and even publish great lessons. And not just attractive or appealing learning activities, but teacher-proven, teacher-refined lessons and units that can help students master essential standards.

Opstad Elementary School is a learning organization. Teachers and parents work together to analyze student achievement results and other data, to establish improvement targets and annual goals. We identify priority areas for staff training, effective use of time and resources, and school improvement plans. The Opstad staff has aligned our curriculum and instructional materials with the Washington State's Grade Level Expectations. These Grade Level Curriculum Standards become the guides for instruction, assessment, selection of teaching resources, and progress reports.

| | School Commitments |
|----|--|
| 1 | Support for School Improvement Plan: <i>The school staff agrees to support the strategies outlined in the School Improvement Plan and will participate in its implementation, monitoring, refinement and evaluation</i> |
| 2 | Alignment of Plan with District: <i>The school staff agrees to coordinate implementation of the Plan with district reform initiatives</i> |
| 3 | Participation in Plan activities: <i>Staff members agree to attend school improvement meetings and professional development activities as specified in the plan</i> |
| 4 | Monitoring the Plan: <i>The staff will continually monitor the implementation of the Plan as it impacts student performance and make adjustments as needed</i> |
| 5. | Vision of Learning: <i>The principal, Learning Improvement Team, and staff agree to facilitate the development, articulation,</i> |

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| | <i>implementation and stewardship of a vision of learning that is shared by the school learning community</i> |
| 6 | <u>Culture of High Expectations:</u> <i>The principal, Learning Improvement Team, and staff agree to create and promote a culture of high expectations for staff and students</i> |
| 7 | <u>Safe Learning Environment:</u> <i>The principal, Learning Improvement Team, and staff agree to ensure effective management of the organization to support a safe, efficient, and effective learning environment</i> |
| 8. | <u>Distributed leadership (Collaboration, Effective Leadership):</u> <i>The principal and staff agree to promote and develop teacher and staff leadership by providing encouragement, training, mentoring, and leadership opportunities for potential leaders within the school</i> |
| 9. | <u>Shared decision-making (Collaboration, Parent and Community Involvement):</u> <i>The principal and staff agree to implement a shared decision-making model to support development, implementation, evaluation and revision of the Plan.</i> |
| 10. | <u>Use of Data to identify gaps (Frequent Monitoring and Adjusting):</u> <i>Disaggregated data will be used to identify staff and student needs in addressing achievement gaps among groups of students and between students and state standards. The school will maintain an accurate student record system that provides timely information pertinent to the student’s academic and educational development</i> |
| 11 | <u>Use of data to plan professional development activities(Frequent Monitoring and Adjusting Professional Development)</u> <i>Disaggregated data will be used when developing professional development strategies to support cultural competence and culturally relevant classroom practices</i> |
| 12 | <u>Use of formative assessments to monitor Plan (Frequent Monitoring and Adjustments)..</u> <i>The staff will identify formative measures and data sources to assess plan implementation to determine if efforts are on track. Such measures may include but are not limited to classroom based assessments and pre-post achievement tests, staff and community surveys, observations, analysis of student work, student interviews, and behavioral checklists</i> |
| 13 | <u>Dedicated staff meeting time (Collaboration, Effective Leadership, Professional Development):</u> <i>Time at each regularly scheduled staff meeting will be devoted to school improvement updates, data analysis, and discussion of progress</i> |
| 14 | <u>Dedicated staff work time (collaboration, Professional Development)</u> <i>Teachers agree to participate in regularly scheduled time to work with teachers in other grade levels, with grade level and/or content area colleagues and in whole staff settings to discuss curriculum standards and cross-grade and cross-subject articulation, using relevant research in effective practices to guide dialogues</i> |
| 15 | <u>Role of Learning Improvement Team (Effective Leadership, Shared Vision, Frequent Monitoring and Adjusting)</u> <i>The school Learning Improvement Team will ensure the school Plan aligns with district plans and goals, and will use data to monitor the implementation strategies identified in the plan and recommend</i> |

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| | <i>amendments to the staff as needed.</i> |
| 16 | <u>Involvement of stakeholders (Parent and Community Involvement):</u> <i>The staff agrees to provide opportunities for parents and community stakeholders to review the school improvement plans and progress and to determine together opportunities for meaningful participation in the Plan. The staff will collaborate with stakeholders to design specific programs that enhance and celebrate the diversity of the school</i> |
| 17 | <u>Celebrations (High Expectations , Communication and Collaboration)</u> <i>The staff agrees to celebrate the achievement of implementation strategies and student performance targets and recognize and honor the work of staff, students, and parents in school improvement</i> |
| 18 | <u>Resource allocations aligned (Effective Leadership, Shared Vision):</u> <i>The staff agrees to review site-based budget and resource allocations and to realign them where possible to support improvement goals and action plans</i> |
| 19 | <u>Sustainability of Plan (Professional Development, Collaboration):</u> <i>The staff will define strategies to build sustainability for building capacity and continuous improvement in the school, including the development of the PLC – Professional Learning Community model and other researched based activities supporting improved classroom instruction and student achievement</i> |
| 20 | <u>Sustainability of Plan (Communication and Collaboration, Effective Leadership):</u> <i>The staff agrees to keep the Plan both public and transparent in order for the Plan to serve as a living document. New staff members will receive an orientation on the Plan and will understand their role in its implementation. The Plan will also be communicated to new parents and students</i> |
| 21 | <u>Instruction – building on the diversity of students (Alignment of Curriculum, Instruction and Assessment: Supportive Learning Environment, Professional Development):</u> <i>The staff agrees to build upon the diversity of students by providing effective learning experiences based upon cultural traditions and student interests and background</i> |
| 22 | <u>Equitable access and support for all students guaranteed (All Nine Characteristics):</u> <i>The staff will ensure that action components in the Plan intentionally focus on equity of academic opportunity, access, and support for all individual students as well as subpopulations to succeed in rigorous and relevant coursework</i> |
| 23. | <u>Individual student learning needs addressed (Supportive Learning Environment, Alignment of Curriculum, Instruction and Assessment, Professional Development, Shared Vision)</u> <i>The staff will ensure that all students are taught and assessed in ways that meet individual learning goals.</i> |