



Bethel School District #403

SIP PLAN - ACTION PLAN

For SPANAWAY ELEMENTARY

School Year - 2010

Section: Reading

School Goal: Reading

Team: Preschool

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	On the 2009 WASL, 64.1 percent of 3rd graders met or exceeded reading standard. On the 2009 WASL, 73.0 percent of 4th graders met or exceeded reading standard. On the 2009 WASL, 62.8 percent of 5th graders met or exceeded reading standard. On the 2009 WASL 79.7 percent of 6th graders met or exceeded reading standard. Third through 5th grade students showed strength this year in analysis. 6th grade showed strength in reading comprehension and critical thinking. Based on Fall 2009 DIBELS: Kindergarten: 27% Intensive, 43% Strategic, 30% Benchmark. First grade: 13% Intensive, 30% Strategic, 55% Benchmark. Second grade: 21% Intensive, 35% Strategic, 44% Benchmark.
Team Goal:	[Left Blank]
Rationale:	"The long-term goal of reading instruction is comprehension" (Honig, 2000, p. 11.2). "First-grade decoding ability continues to be a major factor in comprehension as students progress through the grades" (Foorman et al. 1997). Word recognition fluency, while not the goal of reading instruction is necessary for good comprehension" (Carnine, 1997). "Research findings indicate a strong link between text comprehension and understanding the way expository text is organized." (Seidenberg, 1989; Pearson and Fielding, 1991; Weaver and Kintsch, 1991).

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
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Evaluation Procedures	[Left Blank]			

Section: Reading

School Goal: Reading

Team: Kindergarten

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall of 2009 Kindergarten assessment results show that 20.7 of the current Kindergarten students are at or above grade level in terms of literacy skills and 79.3 are below grade level.
Team Goal:	80% of Kindergarten students will meet or exceed Kindergarten standards in literacy by achieving a score of at least 56/92 as measured by the Bethel School District Kindergarten assessment by June 1 of 2010.
Rationale:	"Without a thorough knowledge of letters and an understanding that words are made up of sounds, children cannot learn to read." (Blevins 1998)

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Provide weekly small group lessons that systematically teach letter sounds to increase fluency.	HM picture cards Alphabet letter cards	Classroom teachers Para-educators Students	Begin 11/2009 during daily reading block End 6/2010	Check list for benchmark once per month, Strategic every two weeks and Intensive weekly. Informal observations, ongoing
Evaluation Procedures	District Kindergarten Assessment			

Section: Reading	
School Goal: Reading	Team: 1st Grade
School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	On the 2009 WASL, 64.1 percent of 3rd graders met or exceeded reading standard. On the 2009 WASL, 73.0 percent of 4th graders met or exceeded reading standard. On the 2009 WASL, 62.8 percent of 5th graders met or exceeded reading standard. On the 2009 WASL 79.7 percent of 6th graders met or exceeded reading standard. Third through 5th grade students showed strength this year in analysis. 6th grade showed strength in reading comprehension and critical thinking. Based on Fall 2009 DIBELS: Kindergarten: 27% Intensive, 43% Strategic, 30% Benchmark. First grade: 13% Intensive, 30% Strategic, 55% Benchmark. Second grade: 21% Intensive, 35% Strategic, 44% Benchmark.
Team Goal:	[Left Blank]
Rationale:	"The long-term goal of reading instruction is comprehension" (Honig, 2000, p. 11.2). "First-grade decoding ability continues to be a major factor in comprehension as students progress through the grades" (Foorman et al. 1997). Word recognition fluency, while not the goal of reading instruction is necessary for good comprehension" (Carnine, 1997). "Research findings indicate a strong link between text comprehension and understanding the way expository text is organized." (Seidenberg, 1989; Pearson and Fielding, 1991; Weaver and Kintsch, 1991).

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Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
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Evaluation Procedures	[Left Blank]			

Section: Reading	
School Goal: Reading Team: 1st Grade	
School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	On the 2009 WASL, 64.1 percent of 3rd graders met or exceeded reading standard. On the 2009 WASL, 73.0 percent of 4th graders met or exceeded reading standard. On the 2009 WASL, 62.8 percent of 5th graders met or exceeded reading standard. On the 2009 WASL 79.7 percent of 6th graders met or exceeded reading standard. Third through 5th grade students showed strength this year in analysis. 6th grade showed strength in reading comprehension and critical thinking. Based on Fall 2009 DIBELS: Kindergarten: 27% Intensive, 43% Strategic, 30% Benchmark. First grade: 13% Intensive, 30% Strategic, 55% Benchmark. Second grade: 21% Intensive, 35% Strategic, 44% Benchmark.
Team Goal:	[Left Blank]
Rationale:	"The long-term goal of reading instruction is comprehension" (Honig, 2000, p. 11.2). "First-grade decoding ability continues to be a major factor in comprehension as students progress through the grades" (Foorman et al. 1997). Word recognition fluency, while not the goal of reading instruction is necessary for good comprehension" (Carnine, 1997). "Research findings indicate a strong link between text comprehension and understanding the way expository text is organized." (Seidenberg, 1989; Pearson and Fielding, 1991; Weaver and Kintsch, 1991).

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Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
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Evaluation Procedures	[Left Blank]			

Section: Reading	
School Goal: Reading Team: 1st Grade	
School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	On the 2009 WASL, 64.1 percent of 3rd graders met or exceeded reading standard. On the 2009 WASL, 73.0 percent of 4th graders met or exceeded reading standard. On the 2009 WASL, 62.8 percent of 5th graders met or exceeded reading standard. On the 2009 WASL 79.7 percent of 6th graders met or exceeded reading standard. Third through 5th grade students showed strength this year in analysis. 6th grade showed strength in reading comprehension and critical thinking. Based on Fall 2009 DIBELS: Kindergarten: 27% Intensive, 43% Strategic, 30% Benchmark. First grade: 13% Intensive, 30% Strategic, 55% Benchmark. Second grade: 21% Intensive, 35% Strategic, 44% Benchmark.
Team Goal:	[Left Blank]
Rationale:	"The long-term goal of reading instruction is comprehension" (Honig, 2000, p. 11.2). "First-grade decoding ability continues to be a major factor in comprehension as students progress through the grades" (Foorman et al. 1997). Word recognition fluency, while not the goal of reading instruction is necessary for good comprehension" (Carnine, 1997). "Research findings indicate a strong link between text comprehension and understanding the way expository text is organized." (Seidenberg, 1989; Pearson and Fielding, 1991; Weaver and Kintsch, 1991).

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Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Evaluation Procedures	[Left Blank]			

Section: Reading	
School Goal: Reading Team: 1st Grade	
School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	On the 2009 WASL, 64.1 percent of 3rd graders met or exceeded reading standard. On the 2009 WASL, 73.0 percent of 4th graders met or exceeded reading standard. On the 2009 WASL, 62.8 percent of 5th graders met or exceeded reading standard. On the 2009 WASL 79.7 percent of 6th graders met or exceeded reading standard. Third through 5th grade students showed strength this year in analysis. 6th grade showed strength in reading comprehension and critical thinking. Based on Fall 2009 DIBELS: Kindergarten: 27% Intensive, 43% Strategic, 30% Benchmark. First grade: 13% Intensive, 30% Strategic, 55% Benchmark. Second grade: 21% Intensive, 35% Strategic, 44% Benchmark.
Team Goal:	[Left Blank]
Rationale:	"The long-term goal of reading instruction is comprehension" (Honig, 2000, p. 11.2). "First-grade decoding ability continues to be a major factor in comprehension as students progress through the grades" (Foorman et al. 1997). Word recognition fluency, while not the goal of reading instruction is necessary for good comprehension" (Carnine, 1997). "Research findings indicate a strong link between text comprehension and understanding the way expository text is organized." (Seidenberg, 1989; Pearson and Fielding, 1991; Weaver and Kintsch, 1991).

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
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Evaluation Procedures	[Left Blank]			

Section: Reading

School Goal: Reading

Team: 1st Grade

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Our data (information from reading assessments and dibels) indicates 17 % of our students are tier 1, 37% are tier 2 and 46% are tier 3.
Team Goal:	65% of first graders will meet tier 3 criteria as assessed by H.M. leveled test (1.8) , Dibels (Benchmark), and Fluency (50 + words per minute) by June 1, 2010.
Rationale:	Phonics instruction can help students learn how to figure out the pronunciation of new words that they encounter in print. It is a technique for getting students off to a fast start in mapping the relationships between letters and sounds. (Anderson et al. 1985)

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Use workstations to build skills while teacher meets with small skill groups. (students will be practicing skills taught).	Set up small group work stations. Print out Planning work sheet as needed. Print out running record materials. Set up and teach workstation. Redo work stations as needed.	Teachers, Para educators	September 2009 through June 2010	Dibels progress monitoring weekly for intensive and bi-weekly for strategic. Running records using H.M materials.
Evaluation Procedures	65% of first graders will meet tier 3 criteria as assessed by H.M. leveled test (1.8) , Dibels (Benchmark), and Fluency H.M. (50 + words per minute) by June 1, 2010.			

Section: Reading

School Goal: Reading

Team: 2nd Grade

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 2nd grade Tier Levels reflect that 46% of students placed in Tier 3, 21% of students are in 2, and 33% are at Tier 1 based on the Dibels score and IRI results.
Team Goal:	50% of second graders will meet or exceed reading fluency standards by achieving a score of 90 words correct per minute on the Dibels that is administered in May 2010.
Rationale:	"Fluency provides a bridge between word recognition and comprehension." -National Institute for Literacy (NIFL), 2001, p.22

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Using Read Naturally computerized and paper program during small reading groups and, Dibels progress monitoring, we will test students weekly in reading fluency. Students will also test and time their own fluency, or a partners bi-monthly and graph their	Read Naturally program and Dibels test.	Classroom Teachers, Para-Educators, and Students.	Begin 10/2009, End 5/2010 during daily reading instruction.	Bi-monthly student reading fluency graphs and Dibels progress monitoring.
Evaluation Procedures	This will be measured by the Dibels fluency assessment given in January 2009, and Spring of 2009.			

Section: Reading

School Goal: Reading

Team: 3rd Grade

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 reading assessment data (DIBELS and McLeod) shows that 24% of current third grade students at Spanaway Elementary are Tier 3, 48% are Tier 2, and 28% are Tier 1.
Team Goal:	44% of 3rd grade students at Spanaway Elementary will meet criteria for Tier 3 in reading as measured by DIBELS (110+ wcpm) and McLeod Assessment of Reading Comprehension (Late 3rd/Early 4th) scores by June 1, 2010.
Rationale:	Eric Jensen writes about getting the brain's attention in his book Teaching With the Brain in Mind. He suggests that to increase students' intrinsic motivation, and to keep their attention, teachers should provide choices, make learning relevant and personal, and make it engaging (emotional, energetic, physical). These are exactly the factors that make literacy work stations successful in classrooms (Diller, 2003).

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
We will incorporate literacy work stations into our Literacy Block to allow time for guided, small group instruction, as well as meaningful literacy practice for students not working in a guided, small group. Small group instruction will focus on reading	Time to introduce and practice literacy work stations and routines. Materials to lead small group instruction, including HM Anthology, HM Leveled Readers, and other texts at students' instructional reading levels.	Classroom teachers.	October 2009 to June 2010	Students will be assessed with the weekly HM end of story selection test. Those specifically working on fluency will also be assessed with fluency passages every other week.
Evaluation Procedures	DIBELS Oral Reading Fluency, September 2009, January 2010, and June 2010. HM Skills Tests, at the end of each theme.			

Section: Reading

School Goal: Reading

Team: 4th Grade

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 reading assessment data (DIBELS, WASL, Houghton Mifflin Baseline Assessment) shows 56% of fourth graders are Tier 3 (benchmark), 37% are Tier 2 (strategic), and 25% are Tier 1 (intensive).
Team Goal:	58% of fourth graders will meet criteria for Tier 3 (benchmark) as measured by DIBELS (118+ wcpm), WASL 2010 scores (400+), and Houghton Mifflin Baseline post assessment (30+) by June 1, 2010.
Rationale:	Eric Jensen writes about getting the brain's attention in his book Teaching With the Brain in Mind. He suggests that to increase students' intrinsic motivation, and to keep their attention, teachers should provide choices, make learning relevant

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Implement Literacy Work Stations to provide independent practice of literacy concepts while the teacher provides focused, small group instruction.	<ol style="list-style-type: none"> 1. Set up a small group planning notebook. 2. Develop fluency and comprehension lessons for small groups. 3. Train identified students to use Read Naturally so that it can be implemented as a station. 4. Order Progress Monitoring booklets for Strategi 	Classroom teachers, Summer Green and Krystal Quast, will be responsible for set up and implementation. Assistance will be needed from the Title I program to train kids how to use the Read Naturally fluency program.	<ol style="list-style-type: none"> 1. Begin introducing stations and teaching procedures- September-Beginning of October 2. Use data to form small groups- End of September-Beginning of October 3. Fully implement stations and small groups- 40 minutes daily at least 4 times a week 	<ol style="list-style-type: none"> 1. DIBELS Progress Monitoring for strategic students (every 2 weeks) and intensive students (weekly) 2. Houghton Mifflin Comprehension Skill Assessment- weekly
Evaluation Procedures	<ol style="list-style-type: none"> 1. DIBELS- 118+ words correct per minute 2. Houghton Mifflin Baseline Assessment- 30+ 3. Whatever the new state assessment standard is determined 			

Section: Reading

School Goal: Reading

Team: 5th Grade

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	2009 reading assessment data (WASL, DIBELS, McLeod and Baseline) show that 60% of 5th graders were at Tier 3, 28% were at Tier 2, and 13% were at Tier 1.
Team Goal:	70% of fifth grade students will be Tier 3 in June 2010 based on the McLeod (39+), DIBELS (125 wcpm), WASL (400+), and HM Baseline Post (30+)
Rationale:	"Strategy instruction should be explicit, intensive, and extensive." (Pressley and Woloshyn, 1995)

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Students will work in Literacy Work Stations/ Daily 5 so the teacher can meet with students in small groups focused on instruction.	Small group planning notebook, Leveled readers, Debbie Diller's small group book	Classroom teachers	Teach Independent work stations Sept.-Oct., Begin placing students in small groups Oct., Start small groups Nov.	Progress monitoring for Intensive/Strategic students for fluency (weekly), HM Comprehension skills quiz (weekly), HM Comprehension strategy quiz (weekly)
Evaluation Procedures	WASL, DIBELS, McLeod, Baseline Post			

Section: Reading

School Goal: Reading

Team: 6th Grade

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Using WASL Reading, Houghton-Mifflin Baseline Assessment, & DIBELS 43% of our 6th graders placed in Tier III. The same is true for Tier II. 14% are in Tier I.
Team Goal:	To increase the number of Tier III students by 14% as measured by the WASL (400 or above), DIBELS (125 wpm), and Houghton Mifflin Baseline post assessment (30+ points) by June 1st, 2010.
Rationale:	"Word recognition fluency, while not the goal of reading instruction is necessary for good comprehension." Carnine et al., 1997 "Narrative text instruction has proven to be particularly effective with younger and poorer readers." Short & Ryan, 1984. "Students remember and comprehend narrative text structure more easily than they do expository text structure." Zabrocky & Ratner, 1992.

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Flexible grouping by Tier category Questioning strategy instruction (Blooms) Centers (Debbie Diller) Novel Studies	Trained expert(s) in Corrective Reading. Novels at variety of reading levels and genres Leveled Readers Blooms Taxonomy	6th grade teachers and support services	November, 2009 - June, 2010	Frequent checkpoints Formal and informal assessments Reading interest assessment
Evaluation Procedures	Spring DIBELS, WASL (MSP), and Houghton Mifflin Baseline post-test.			

Section: Reading

School Goal: Reading

Team: Special Services

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Based on Fall 2009 Assessment data 24% of K-3rd graders have mastered pre-primer sight words and 18% have mastered primer sight words. Based on Fall 2009 Assessment Data 12% of students in grades 4th-6th are 1 year behind in comprehension, 62% are 2 years behind, 23% are 3 or more years behind, and 4% are on grade level for comprehension.
Team Goal:	57% of the K-3rd graders in the Resource Room will be able to master the preprimer and primer sight words with 90% accuracy as measured by sight word assessment by June 1, 2010. 96% of the 4th-6th graders in the Resource Room will be able to improve their comprehension one grade level or more as measured by McLeod assessment by June 1, 2010.
Rationale:	"Only 100 words account for approximately 50 percent of the words in English print. These high-frequency words are crucial for comprehension, yet are often quite abstract." -CORE book "...students' comprehension will increase by 33 percentile points when vocabulary instruction focuses on specific words important to that content they are reading as opposed to words from high-frequency lists." -Building Background Knowledge for Academic Achievement: Research on what works in schools by Robert Marzano

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Sight Word Activity Day-students will spend one day a week "playing" with the sight word that have yet to master. Leveled Readers-Students will use the leveled readers with the questions and graphic organizers to build vocabulary in context.	Sight word list, paper, pencils, sight word tiles, sight word cubes, chart, timer Leveled readers, graphic organizers, paper, pencil	SPED staff	Begin Nov. 2, 2009 and end May 20, 2010 Begin Nov. 2, 2009 and end May 20, 2010	Charting weekly number of words read correctly Corrective Reading passages, weekly graphic organizers, retell protocols
Evaluation Procedures	Summative-Sight Word Assessment Formative-Charting weekly number of words read correctly Summative-McLeod Formative-Corrective Reading Passages, Weekly Graphic Organizers, and Retell Protocols			

Section: Reading	
School Goal: Reading Team: Title I	
School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	On the 2009 WASL, 64.1 percent of 3rd graders met or exceeded reading standard. On the 2009 WASL, 73.0 percent of 4th graders met or exceeded reading standard. On the 2009 WASL, 62.8 percent of 5th graders met or exceeded reading standard. On the 2009 WASL 79.7 percent of 6th graders met or exceeded reading standard. Third through 5th grade students showed strength this year in analysis. 6th grade showed strength in reading comprehension and critical thinking. Based on Fall 2009 DIBELS: Kindergarten: 27% Intensive, 43% Strategic, 30% Benchmark. First grade: 13% Intensive, 30% Strategic, 55% Benchmark. Second grade: 21% Intensive, 35% Strategic, 44% Benchmark.
Team Goal:	[Left Blank]
Rationale:	"The long-term goal of reading instruction is comprehension" (Honig, 2000, p. 11.2). "First-grade decoding ability continues to be a major factor in comprehension as students progress through the grades" (Foorman et al. 1997). Word recognition fluency, while not the goal of reading instruction is necessary for good comprehension" (Carnine, 1997). "Research findings indicate a strong link between text comprehension and understanding the way expository text is organized." (Seidenberg, 1989; Pearson and Fielding, 1991; Weaver and Kintsch, 1991).

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Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Evaluation Procedures	[Left Blank]			

Section: Reading

School Goal: Reading

Team: Specialists

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall of 2009 Kindergarten assessment results show that 20.7% of the current kindergarten students are at or above grade level in terms of literacy skills and 79.3% are below grade level.
Team Goal:	80% of kindergarten students will meet or exceed kindergarten standards in literacy by achieving a score of at least 56/92 as measured by the Bethel School District kindergarten assessment by June of 2010
Rationale:	"One of the other main benefits of reading is that it exercises your mind. Your mind begins to bend and flex mentally, It stays loose and limber so to you can flow easier through the course of the day. The regular routine ensures that the reading muscle stays in good shape as well as the mind. Just like physical exercise, there has to be a determination to make reading part of your life. If you understand the many benefits of reading, you will have no trouble adopting a regular habit of reading." Blecher, 2008

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Reviewing site words with students which are posted on the gym walls. During my station rotations, I will work with students on alphabet flash cards.	Obtain flash cards from the Kindergarten teachers.	The Health and Fitness Specialist is responsible for the work involved.	Once a month from November 2009 to June 2010.	Observation, recording total number of correct letters out ten using a class list once per month.
Evaluation Procedures	Bethel School District Kindergarten Assessment			

Section: Reading

School Goal: Reading

Team: Specialists

School Goal:	All subgroups will meet the state goal or show enough improvement to reach safe harbor for reading on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	43% of 6th grade is in Tier 3 43% of 6th grade is in Tier 2 14% of 6th grade is in Tier 1
Team Goal:	Using Reading, Tiers Placement, HM Baseline, and Dibels, we determined that 43% of 6th grade students were in Tier 3, 43% were in Tier 2, and 14% were in Tier 1. Our goal is that there will be a 14 % increase of students in Tier 3 by the end of the school year. (as measured by WASL, Dibels, and Baseline HM)
Rationale:	"The study, made public Wednesday, is the first to show that musical experience can help the brain improve its ability to distinguish between rapidly changing sounds that are key to understanding and using language." -Sturrock, 2005

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Music will help support this goal through lyric analysis as well as reading/discussing historical background of music to apply to the performance of each piece.	Multicultural sheet music Research/handouts supporting history of song	Teacher will guide students through comprehension process. Students will apply knowledge to performance process.	October 2009 - June 2010	Students will be given periodic quizzes/exit exams to demonstrate understanding of studied materials.
Evaluation Procedures	Through performance, students will be evaluated on their understanding of each piece, lyrically and historically.			

Section: Writing

School Goal: Writing

Team: All School

School Goal:	60 percent of students will meet or exceed standard on the Spring 2010 MSP.
Current Student Performance Data:	On the Spring 2009 WASL, 89.7 percent of 4th graders met or exceeded standard for conventions. 43.1 percent met or exceeded standard for content, organization and style. Overall 58.7 percent of students met or exceeded standard in writing.
Team Goal:	[Left Blank]
Rationale:	For writing, the principles emphasize real audiences, students' own authentic purposes for writing, and the need for students to learn a wide range of writing strategies (Zemelman, Daniels, and Hyde. 2005. Best Practice: Today's Standards for Teaching and Learning in America's Schools. Heinemann. Portsmouth, New Hampshire.)

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
A PLC will be created for those teachers who have already implemented Lucy Calkins' Units of study for teaching Writing for Primary and Intermediate grades.	Time set aside at a staff meeting or late start day to meet to discuss implementation and evaluate student writing samples.	Leadership Team	November 2009-develop a plan with leadership team for PLC to meet in the Fall and again in the Spring.	Notes from meetings, monthly calendar showing meeting days and times, and collection of student work samples to show development of writing.
Deploy the instructional coach to collaborate with teachers in the first grade classrooms regarding best practices in writing and Writing Workshop. This will build upon the instruction the students received last year in Kindergarten using Lucy Calkins m	Time for the Instructional Coach to collaborate with first grade teachers. First grade teachers to observe Kindergarten teachers implementing Writer's Workshop curriculum.	Instructional Coach, First Grade Teachers, and Kindergarten Teachers	Nov-Dec.-First Grade Teachers observe Kindergarten Teachers and plan with Instructional Coach January-Create a plan for classroom instruction February-Implement plan	Notes from meeting sessions with Instructional Coach, Instructional Coach time and effort log showing frequency of co-planning/co-teaching, and collection of student work to show development of writing.
Evaluation Procedures	[Left Blank]			

Section: Math	
School Goal: Math	
Team: Preschool	
School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Third graders scored 62.7 in the area of content (decrease of 2%) and 71.2 (increase of 4%) in process, making this their strength on the 2009 WASL. Fourth graders scored 43.3 in the area of content (decrease of 9%) and 36.4 (decrease of 10.5%) in process. Fifth graders scored 55.1 in the area of content (decrease of 9%) and 63.8 (decrease of 4%) in process. Sixth grade scored 57.4 in content (increase of 6%) and 63.9 in process (increase of 12%). In three of the four grade levels tested, content was lower than process.
Team Goal:	[Left Blank]
Rationale:	One target for change is suggested by findings from the Third International Mathematics and Science Study (TIMMS) 1999 Video Study: Students need regular opportunities to explore mathematical relationships to develop high levels of understanding, in addition to developing skills (Silver & Kenney, 2000; Gonzales et al., 2000).

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Evaluation Procedures	[Left Blank]			

Section: Math

School Goal: Math

Team: Kindergarten

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 Kindergarten Assessment results show that 28.3% of the current kindergarten students are at or above grade level in math and 71.1% are below grade level.
Team Goal:	80% of Kindergarten students will meet or exceed Kindergarten standards in math by achieving at least 55/80 as measured by the Bethel School District Kindergarten Assessment by June 1 of 2010.
Rationale:	During the early years teachers must help students strengthen their sense of number, moving from the initial development of basic counting techniques to more sophisticated understandings of the size of numbers, number relationships, patterns, operations, and place value. (Principals and Standards, p. 79)

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Provide daily calendar instruction that teaches number recognition 1-31.	Calendar Number cards	Teachers Students	Begin 10/2009 during daily Calendar End 06/2010	Check lists daily. Informal Observations, ongoing
Evaluation Procedures	Bethel School District Kindergarten Assessment September 2009 December 2009 June 2010			

Section: Math

School Goal: Math

Team: 1st Grade

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	We noticed while looking over our Tier data (information we gathered from the district first grade math assessment) that 100 % of our students were at a tier 1or 2. The main area covered on the test was math number sense.
Team Goal:	75 % of first graders will meet tier 3 criteria as assessed by the end of the year District First Grade Math assessment.
Rationale:	Lack of fluency with math facts limits the number of more advanced problems students can and will do on a daily basis. Crawford Rocket Math Training information.

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
We will use rocket math timed test to build basic math fact.	Rocket math test.	Teacher	October 2009 - May 2010.	Growth will be shown by students passing timed leveled test in Rocket Math. Test will be given every two weeks.
Evaluation Procedures	75% of our first graders will meet tier 3 criteria as assessed by the end of the year district math assessment for first grade by June 1, 2010,			

Section: Math

School Goal: Math

Team: 2nd Grade

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 Bethel School District Math Inventory reflects that only 19% of second grade students scored an 80% or above on the timing portion of the assessment.
Team Goal:	75% of second grade students will meet or exceed the Math Inventory Timings standards by achieving a score of at least 24 out of 30. This will be measured by the Bethel School District 2nd grade Math Inventory that is administered in May 2010.
Rationale:	Research has shown that a strong basic foundation of key concepts and prior background knowledge will lead to student's higher order thinking and critical problem solving in Mathematics. (Everyday Math, 2007)

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
The Everyday Math Curriculum math facts strategies, and daily rocket math tests will provide essential review and practice for building skills.	EDM materials, Bethel School District Math Inventory, and Rocket Math	Classroom teachers	10/2009 - 6/20/10	Implementing Rocket Math three times a week and graphing their results.
Evaluation Procedures	This will be measured by the Bethel School District 2nd grade Math Inventory that is administered in May 2010. Also, daily rocket math tests, EDM Midyear and End of the year assessments.			

Section: Math

School Goal: Math

Team: 3rd Grade

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 Bethel School District Math Title I Screening data shows that 18% of current third grade students at Spanaway Elementary are Tier 3, 18% are Tier 2, and 64% are Tier 1 in the one-minute timings for addition, subtraction, and multiplication.
Team Goal:	36% of third grade students at Spanaway Elementary will meet criteria for Tier 3 in math timings as measured by the Bethel School District Math Title I Screening (40 or more correct answers out of 45) by June 1, 2010.
Rationale:	According to Donald B. Crawford, Ph.D., "Students slow at facts are less likely to learn more complex math problem types. Lack of fluency with math facts limits the number of more advanced problems students can and will do on a daily basis." (Crawford, 2003).

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
We will incorporate the use of Mastering Math Facts (Rocket Math) on a daily basis.	Rocket Math tubs, folders and answer keys for each student. Time to introduce and practice the procedures.	Classroom teachers.	November 2009-June 2010	Students will be assessed with a daily timings assessment based on their current performance level and individual goals.
Evaluation Procedures	Bethel School District Math Title I Screening, September 2009, March 2010, and June 2010.			

Section: Math

School Goal: Math

Team: 4th Grade

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 Bethel Math Screening shows 68% of fourth grade students knew 0-5 multiplication facts in one minute, 27% knew 6-10, and 4% knew 11 to 15.
Team Goal:	80% of 4th graders will correctly answer at least 11-15 multiplication facts in one minute as measured by Bethel Math Screening by June 1, 2010.
Rationale:	"The development of automaticity is critical so students can concentrate on higher order thinking in math." Donald B. Crawford, Ph.D

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Set up and implement Rocket Math to provide practice and automaticity with multiplication facts.	<ol style="list-style-type: none"> 1. Organize a hanging file folder system to store daily timing sheet 2. Student folders to store graph of progress, rocket level sheet, student goals 3. Answer keys for multiplication practice. 	Elaine Crawford- model and setup of rocket math in classroom Krystal Quast- implementation of rocket math in the classroom Summer Green- implementation of rocket math in the classroom	<ol style="list-style-type: none"> 1. Create folders by end of October 2009 2. Elaine model introduction of rocket math in classroom- November 2009 3. Implement rocket math at least three times a week- November 2009 	Student graphs- 3 x per week Math boxes with multiplication facts
Evaluation Procedures	Bethel Math Screening			

Section: Math

School Goal: Math

Team: 5th Grade

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	2009 math data shows that 24% of fifth graders have basic computation mastered as measured by the Title 1 math one minute timings. 30% of fifth graders passed the 2009 math WASL.
Team Goal:	50% of fifth graders will have basic addition, subtraction and multiplication mastered as measured by the Title 1 math one minute timings by June 2010. 40% of fifth graders will pass the 2010 math WASL.
Rationale:	"For learners to succeed, teachers must assess students' individual abilities and characteristics and choose appropriate and effective instructional strategies accordingly." Teaching Children Who Struggle With Mathematics: A Systematic Approach to Analysis and Correction. Helene J. Sherman

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Students will work on basic facts using Rocket Math daily for practice and weekly will be assessed using the 2-minute timings. Students will use counting journals 3 times a week to increase number sense. As needed the teacher will meet with small groups	Rocket math materials and Counting Journals	Classroom Teacher and the Instructional Coach	November 2009 will begin implementing Rocket Math October 2009 will begin Counting Journals	Rocket Math Weekly 2-minute Timings, and 3 times a year will be using the Title 1 one minute timings to show growth.
Evaluation Procedures	Title 1 One minute timings will be used to measure student achievement in basic math computation in the Fall 2009. Spring 2010 and June 2010. Math 2010 WASL.			

Section: Math

School Goal: Math

Team: 6th Grade

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Currently our data shows 39% of sixth graders at Tier 1; 38% at Tier 2, and 23% at Tier 3. We used WASL data, Assessment in Basic Multiplication, Division, Addition and Subtraction and the Ramp-Up Placement Test to place students in Tiers.
Team Goal:	The sixth grade team plans to increase student achievement in Tier 3 by 12%; (a move of 9 students from Tier 2 to Tier 3). We will decrease Tier 1 by 9% (a move of 6 students from Tier 1 to Tier 2). We plan to accomplish this by June 2010.
Rationale:	In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures. A lack in mathematical competence keeps those doors closed. All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding. There is no conflict between equity and excellence.

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Modified Rocket Math daily practice Reteach as necessary and practice standard algorithms for basic operations Flexible groupings within CMP; Ramp Up	Rocket Math, Basic Facts Folders and computation practice sheets, Ramp-Up Materials, uninterrupted blocks of time; CMP training for newly adopted units; para-educator if available;	6th grade teachers; instructional coach and support service personnel	November 2009 - June 2010	Math journaling; sampler assessments; frequent checkpoints; formal & informal assessments (ramp-up pre-post test; unit assessments & quizzes, perform assessment)
Evaluation Procedures	Ramp-up post test, WASL scores 2010, Post test on basic skills.			

Section: Math

School Goal: Math

Team: Special Services

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Based on Fall 2009 data from the Problem Solvers students in grades K-6 are not able to solve a story problem independently or use problem solving strategies to efficiently solve a problem.
Team Goal:	90% of the K-6th graders in the Resource Room will be able to improve their problem solving abilities as measured by the problem solving rubric by June 1, 2010.
Rationale:	"Problem solving is a basic skill needed by today's learners." -Plato

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Use Problem Solvers with the use of problem solving strategies and test taking strategies	Problem Solvers, pencil	SPED Staff	Begin Nov. 2, 2009 and end May 20, 2010	Weekly Problem Solvers
Evaluation Procedures	Summative-Problem Solver rubric Formative-Weekly Problem Solvers			

Section: Math

School Goal: Math

Team: Specialists

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Fall 2009 Kindergarten Assessment results show that 28.3% of current Kindergarten students are at or above grade level in math and 71.1% are below grade level.
Team Goal:	80% of Kindergarten students will meet or exceed Kindergarten standards in math by achieving at least 55/80 as measured by the Bethel School District Kindergarten Assessment by June 1 of 2010.
Rationale:	Skip counting is the most important skill in the development of higher math abilities. ... Innovative Learning Concepts Inc., 2000

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
As we are performing fitness exercises as a class, I will be counting out loud and having the students counting with me. We will first be counting by one's, two's, five's, and ten's. We will also be counting backwards as well.	None	Health and Fitness Specialist is responsible for the work involved.	November 2009 to June 2010	Observation using a checklist once per month.
Evaluation Procedures	My observation when they are at specialist Bethel School District Kindergarten Assessment September 2009 December 2009 June 2010			

Section: Math

School Goal: Math

Team: Specialists

School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	2009 math data shows that 24% of fifth graders have basic computation mastered. 30% fifth graders passed the 2009 math WASL.
Team Goal:	50% of 5th graders will have basic addition, subtraction, multiplication, mastered as measured by the title 1 math timings. By June of 2010 40 % of 5th graders will pass the 2010 math WASL.
Rationale:	"Middle school and high school students who participated in instrumental music scored significantly higher than their non-band peers in standardized tests. University studies conducted in Georgia and Texas found significant correlations between the number of years of instrumental music instruction and academic achievement in math, science and language arts." Source: University of Sarasota Study, Jeffrey Lynn Kluball; East Texas State University Study, Daryl Erick Trent

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Students will participate in note value math: addition, subtraction, and fractions. Students will add and subtract note values to create measures with the correct number of beats through the composition process.	Laminated staves Visa Vis pens CBPA worksheets and materials	The teacher will be responsible for leadership in note value math. Students will be responsible for leadership in the composition process.	November 2009 - June 2010	Students will be monitored through exit passes note value math worksheets/laminated staves.
Evaluation Procedures	Students will be tested through the CBPAs and the WASL.			

Section: Math	
School Goal: Math	
Team: All School	
School Goal:	All subgroups will meet the state goal of 64.9% or show enough improvement to reach safe harbor for math on the Measurement of Student Progress. For the subgroups that have already met the state goal, there will be a 5 point increase in percent meeting standard.
Current Student Performance Data:	Third graders scored 62.7 in the area of content (decrease of 2%) and 71.2 (increase of 4%) in process, making this their strength on the 2009 WASL. Fourth graders scored 43.3 in the area of content (decrease of 9%) and 36.4 (decrease of 10.5%) in process. Fifth graders scored 55.1 in the area of content (decrease of 9%) and 63.8 (decrease of 4%) in process. Sixth grade scored 57.4 in content (increase of 6%) and 63.9 in process (increase of 12%). In three of the four grade levels tested, content was lower than process.
Team Goal:	[Left Blank]
Rationale:	One target for change is suggested by findings from the Third International Mathematics and Science Study (TIMSS) 1999 Video Study: Students need regular opportunities to explore mathematical relationships to develop high levels of understanding, in addition to developing skills (Silver & Kenney, 2000; Gonzales et al., 2000).

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Evaluation Procedures	[Left Blank]			

Section: Science	
School Goal: Science	
Team: Preschool	
School Goal:	50% of 5th grade students will meet standard on the Spring 2010 MSP.
Current Student Performance Data:	On the 2009 WASL, 35.9 percent of 5th grade students met or exceeded standard for science. Students showed strength in systems and application but struggled with inquiry.
Team Goal:	[Left Blank]
Rationale:	Since students build knowledge and understanding on what they already know and believe, we will have students review everything they know about the scientific method from the onset. Using this discussion as a baseline, students will begin to apply their understanding of the scientific method to new situations outside the laboratory. National Research Council, 2000. Inquiry and the National Science Education Standards: A Guide for Teaching and Learning. Washington DC: National Academy Press.

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Evaluation Procedures	[Left Blank]			

Section: Science	
School Goal: Science	
Team: All School	
School Goal:	50% of 5th grade students will meet standard on the Spring 2010 MSP.
Current Student Performance Data:	On the 2009 WASL, 35.9 percent of 5th grade students met or exceeded standard for science. Students showed strength in systems and application but struggled with inquiry.
Team Goal:	[Left Blank]
Rationale:	Since students build knowledge and understanding on what they already know and believe, we will have students review everything they know about the scientific method from the onset. Using this discussion as a baseline, students will begin to apply their understanding of the scientific method to new situations outside the laboratory. National Research Council, 2000. Inquiry and the National Science Education Standards: A Guide for Teaching and Learning. Washington DC: National Academy Press.

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Evaluation Procedures	[Left Blank]			

Section: Science	
School Goal: Science	Team: All School
School Goal:	50% of 5th grade students will meet standard on the Spring 2010 MSP.
Current Student Performance Data:	On the 2009 WASL, 35.9 percent of 5th grade students met or exceeded standard for science. Students showed strength in systems and application but struggled with inquiry.
Team Goal:	[Left Blank]
Rationale:	Since students build knowledge and understanding on what they already know and believe, we will have students review everything they know about the scientific method from the onset. Using this discussion as a baseline, students will begin to apply their understanding of the scientific method to new situations outside the laboratory. National Research Council, 2000. Inquiry and the National Science Education Standards: A Guide for Teaching and Learning. Washington DC: National Academy Press.

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]	[Left Blank]
Classroom teachers will explicitly connect learn and serve grant activities to WA State science EALR's. This will allow students to participate in hands-on experiences and connect their experiences to science learning.	Copies of Science EALR's for classroom teachers, time for classroom teachers to label which EALR's connect to their grade level project.	Instructional coach will provide copies of EALR's to classroom teachers, classroom teachers will identify science EALR's connected to their grade level project	EALR's handed out in November, time at a staff meeting in November to connect science EALR's to project, grant reporting and data collection will occur throughout the year, culminating projects will be presented at an end of the year event.	Students will be able to connect their project work to science learning through a variety of ways (verbally, journals, project response work), culminating projects at the end of the year

<p>The Instructional Coach will provide classroom teachers with a list of Science vocabulary from the WA State Science EALR's. Teachers will brainstorm how to use science vocabulary in the classroom (e.g. word walls, science journals, Learn and Serve grant</p>	<p>Science EALR's, vocabulary lists for teachers, time at staff meeting</p>	<p>Instructional Coach, classroom teachers</p>	<p>Vocabulary handed out in November, time for teachers to meet at staff meeting in November to brainstorm, I.C. will survey teachers at each report card assessment time by e-mail,</p>	<p>Instructional Coach will survey teachers several times per year, asking them to specifically describe how they are using science vocabulary in their instruction and offering support as needed.</p>
<p>Evaluation Procedures</p>	<p>[Left Blank]</p>			

Section: Other	
School Goal: School Culture	Team: All School
School Goal:	We will create a culture of acceptance where all students and staff can learn in an environment where they can take risks both academically and socially. We will continue to embed TRIBES into learning environments. Students and staff will participate in schoolwide TRIBES which will deepen the meaning of inclusion and the four agreements. Schoolwide TRIBES will focus on problem solving schoolwide issues. We will continue to strive to understand the effects of trauma on children in regards to learning. All staff will be trained on its effects and a plan will be devised to increase our skills in becoming a compassionate school. We will increase parent and community involvement in our school in meaningful ways. (See Parent Involvement Goal Area in Title I Section).
Current Student Performance Data:	School-wide TRIBES reflection from staff indicate that trained student leaders are an asset and need to be continued. All TRIBES participated in a project and parents were thankful that their children are involved in service at school. Family Fun Nights continue to receive positive ratings with parents. Parent surveys feel that children are truly cared for, staff is approachable, the environment is friendly and safe. Parents like student-led conferences because they hold students responsible for their learning. Staff surveys indicate a desire to build their compassionate schools strategies.
Team Goal:	[Left Blank]
Rationale:	Comprehensive studies (Werner, Bruner, Fullan, Gay) verify that the culture must be safe and caring. The culture in Tribes school communities is based on the three well-proven principles that foster human resilience: caring relationships, positive expectations and beliefs, opportunities for participation and contribution (Bernard). Its components are those of an ideal learning culture. Namely, it is participative, proactive, collaborative, communal, and given over to constructive meaning (Bruner. Fosnot). The safe and caring culture is created and sustained by the students, teachers, and the whole school community through daily use of the four previously mentioned Tribes agreements. In addition, the school will focus on the concepts of Compassionate Schools to understand the effects of childhood trauma and build skills to improve learning for this population. "...not surprisingly, traumatic experiences have the power to undermine the development of linguistic and communicative skills, thwart the establishment of a coherent sense of self, and compromise the ability to attend to classroom tasks and instructions, organize and remember new information, and grasp cause-and-effect relationships--all of which are necessary to process information effectively," (O'Brien).

IMPLEMENTATION

Action / Activity Why?	Resource Needs	Responsible	Timeline	Monitoring Effectiveness
Time for staff to access Compassionate Schools online book, by Ray Wolpov. Principal to attend workshop on childhood trauma. School Leadership to research options for OSPI to present to staff regarding teaching children in trauma.	<ol style="list-style-type: none"> 1. Online book 2. Research possible local workshops 3. Contact OSPI 	<ol style="list-style-type: none"> 1. Leadership Team 2. Building Principal 3. Leadership Team and OSPI 	Staff discussions, verbal and written reflections, Shared experiences from those who attended training.	Staff discussions, verbal and written reflections, Shared experiences from those who attended training.

<p>Tribes Trainers to support & mentor staff. Tribes strategies modeled at staff meetings. Time for collaboration regarding implementation of Tribes strategies. Reflection of self-care strategies. Training intermediate students in inclusion and problem solving.</p>	<ol style="list-style-type: none"> 1. Staff Meeting calendar 2. Research possibly grants to pay for training/mentoring staff 3. List of possible self-care strategies 4. Release time for sixth grade teachers to provide Elder training 	<ol style="list-style-type: none"> 1. Tribes Trainers, all staff 2. All staff, Small Leadership Team 3. Small Leadership Team, all staff 4. All staff 5. Sixth grade teachers, intermediate teachers 	<ol style="list-style-type: none"> 1. Ongoing October - June 2. August - June 3. Late October - June 4. November - June 5. One per trimester 	<p>Staff discussions, reflections from staff and elders, monthly check-ins with Tribes partner</p>
<p>Evaluation Procedures</p>	<p>[Left Blank]</p>			