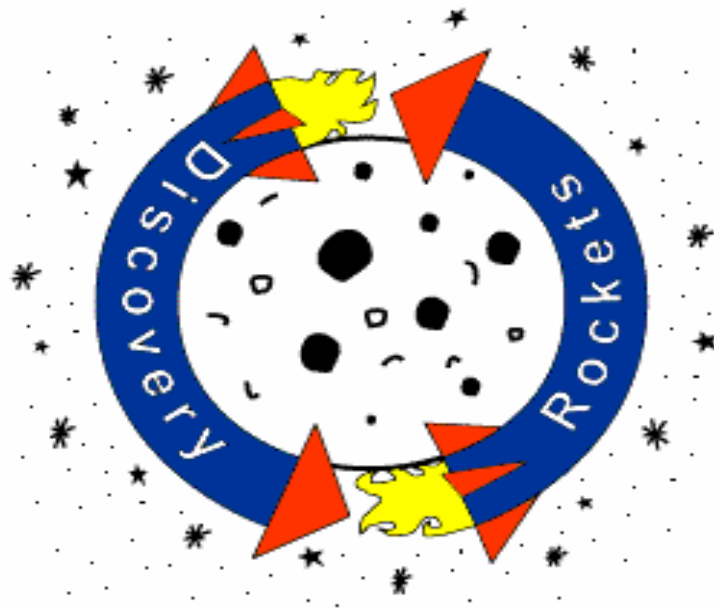


# Discovery Primary School School Improvement Plan Vision Statement 2004-05



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# **District Improvement Vision Statement**

“Throughout the school district there is a clear focus on students and on the quality of the work provided to students. Work that students find interesting, challenging and satisfying and that results in their learning what is expected by schools, parents and the community.”

Phil Schlechty

## **Discovery Primary School Vision Statement**

We, the staff of Discovery Primary School, are dedicated to provide our students with the academic, social and physical skills required to meet their fullest potential. In partnership with families and the community, we seek to provide the foundation for students to acquire the competence and responsibility to become contributing members of society and lifelong learners.

# **Data Collection - Discovery Primary**

## **For the 2004-2005 School Improvement Plan**

A comprehensive needs assessment was conducted by our staff, Parent Advisory Council and Site-based School Improvement Team. The following are the components of our comprehensive needs assessment:

- 2002-2005 test results: grade 2 QRI, K, 1, 2, CBM results.
- Teacher needs assessment surveys: "Communication Survey" - Mr. Lankford; "Fits, Misfits Survey" - Ms. Thomas
- Site-based School Improvement Team input and feedback.
- 2003-2004 Annual Performance Report.
- Federal and state mandates and grant compliance.
- PTA feedback
- Student discipline data.

### **Needs identified through achievement data:**

- Intensify support to students of diverse ethnic backgrounds to improve their academic performance.
- Continue to work with all students to raise achievement levels in math, reading and writing.

### **Needs identified through the Parent Advisory Council:**

- Continue the "Read and Lead" efforts.
- Continue to increase staff involvement with PTA.

### **Needs identified through faculty and administration:**

- Include students in goal setting and conferences.
- Meet more needs of diverse learners especially English Language Learners.
- Research and integrate technology into the curriculum.
- Strengthen teacher strategies for teaching reading through researching and implementing developmentally appropriate best practices.
- Visit school sites that have exhibited exceptional student achievement with similar population demographics.
- Research and conduct visitations to explore instructional in technology practices.
- Participate in Safe and Civil School activities to improve climate for students and adults.

# GOALS AND ACTION PLAN: ELL COMMITTEE

## Specific School Goal # 1:

Staff will identify three best practices to be implemented in every Discovery classroom to improve communication with ELL students and families.

## Rationale for Goal:

Fife School District's ELL population is increasing rapidly (2001-2002, 88 students; 2004-2005, 219 students). Discovery currently serves 30% of the ELL population in the district. Cultural barriers affect communication and student learning. In order to increase student achievement, we must explore methods to increase family involvement and communication between staff members, ELL students and their families.

## Strategies:

- Determine specific areas to be addressed in the school.
- Implement specific structures/practices to address prioritized area of concern.
- Provide representation to district ELL advisory.

## Action Plan

<b>Resources Needed</b>	<b>Persons on Point</b>	<b>Timeline</b>
Create and distribute staff survey to determine teacher needs/concerns.	Dawn Wasell	October 2004
Members of ELL committee will investigate and/or visit neighboring schools regarding successful strategies/practices for ELL students.	Deborah Gubsch Jerry Lankford	To begin January 2005

<b>Resources Needed</b>	<b>Persons on Point</b>	<b>Timeline</b>
Classroom teachers and Discovery office staff will keep portfolio of notes, newsletters, parents communications, homework...sent home for two-week period to determine ELL communication needs.	Dawn Wasell Barb Call	November 29 <sup>th</sup> – December 14 <sup>th</sup>
In-service for staff providing cultural information on non-english speaking families.	Deborah Gubsch	March 2005
Members of ELL committee attend in-service training regarding best practices for working with families.	Deborah Gubsch Cynthia Dixon Paula Pasquier Barb Call	January 2005
Team members provide in-service for Discovery staff regarding strategies learned at in-service training.	Barb Call Deborah Gubsch Cynthia Dixon Paula Pasquier	February 2005
Teacher in-service providing classroom interventions for ELL students.	Deborah Gubsch	April 2005
Study group for teachers regarding best practices for ELL populations initiated.	Deborah Gubsch	February 2005

**Goal Assessment (Impact on Student Achievement):**

- Increase second language learners' academic success.
- Improve communication with ELL students and families.
- Implementation of three best practices to use in classroom for ELL students

**Expected Impact:**

The achievement gap of ELL students will be reduced and ELL parental involvement will be increased.

**Monitoring Effectiveness:**

Compare fall and spring CBM and classroom assessment reports.

**Budget:**

Three two-hour presentations with staff, presenter costs, printing and literature resources.

**Parent Involvement:**

Parents will receive information about accessing interpreters for school conferences, parent evening events, and discussions with any school personnel. (I.e. nurse, librarians, etc).

**Staff Development:**

All certificated and classified staff will have training in three best practices to be used in every classroom.

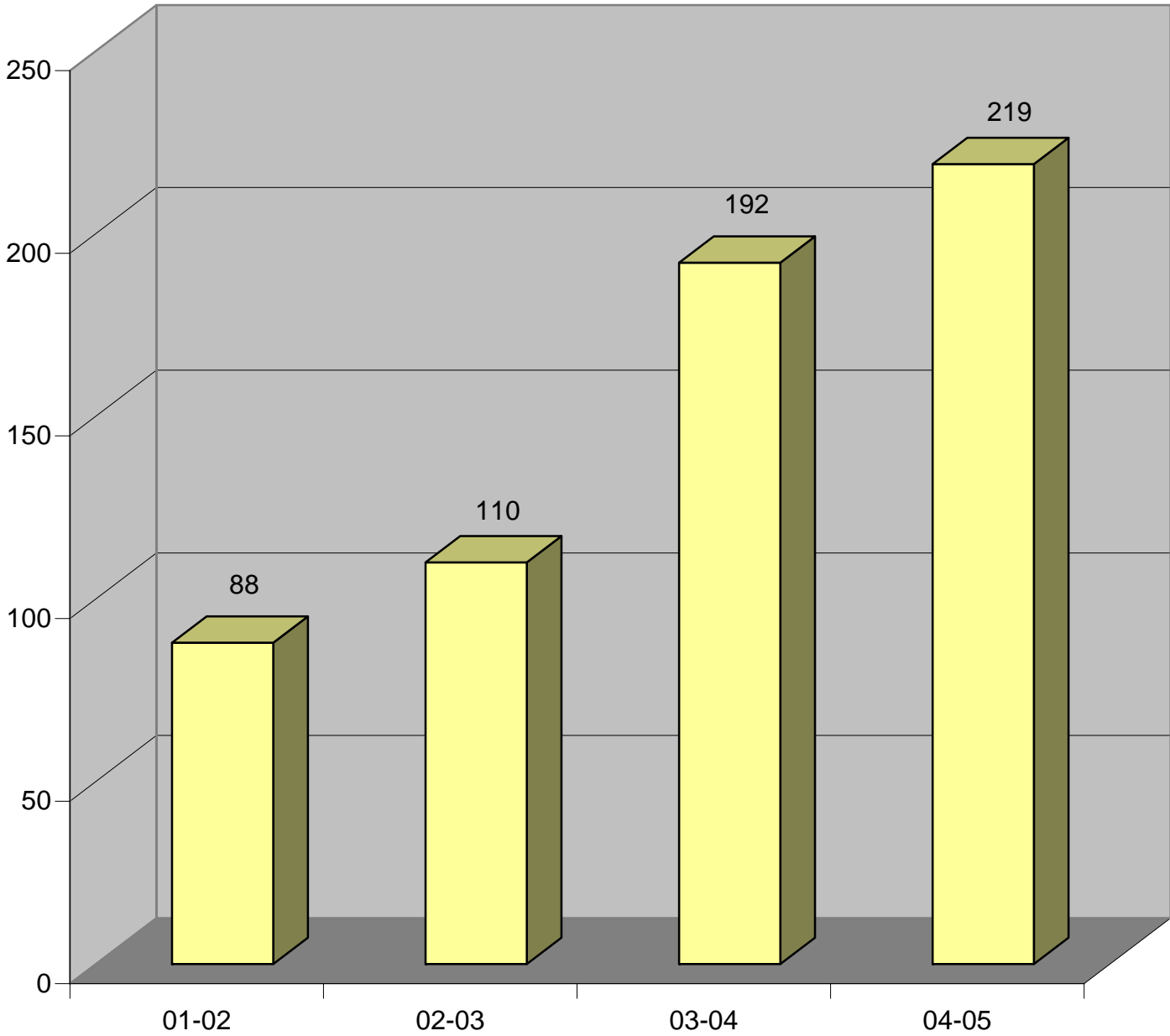
**Technology Integration:**

Staff will be able to use conference calls, "Language Line" and "Transact" to improve classroom communication.

**Procedures for Evaluating Progress Toward Goals:**

Conduct telephone survey through interpreters of ELL families. Staff survey of the success with the 3 best practices.

# Fife School District ELL Student Growth Chart



## GOALS AND ACTION PLAN: READING COMMITTEE

### Specific School Goal #2:

To increase by 10% the number of students who score 72 words per minute or above on the spring first grade CBM.

### Rational for Goal:

Research shows “Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text.” (Center for the Improvement of Early Reading Achievement, 2001)

### Strategies:

- Realign Discovery’s reading instruction methods and materials across the grade levels and between grades to the state EALR’s and Early Childhood Benchmarks.
- Make sure all teachers that teach reading have all components of the adopted *Open Court* Phonics curriculum and that the *Open Court* Phonics curriculum is systematically being implemented in all reading classes.
- Research, monitor and train staff on “best practices” for improving reading fluency.
- Provide training for all educational assistants working with reading curriculum and pre-reading curriculum.

<b>Resources Needed</b>	<b>Persons on Point</b>	<b>Timeline</b>
Survey all teachers on <i>Open Court</i> materials they already have and what they need for a complete set.	Caryl Bittenbender	October 2004
Submit <i>Open Court</i> needs to district for purchase.	Jerry Lankford	November 2004
Compile a list and contact speakers regarding best practices in early reading fluency.	Reading Committee	March/ April 2005 (Links Project, Institutions of Higher Ed, Computer courses, SPU, OSPI, PSESD, Study groups)
Arrange for coverage to observe "best practices" in Discovery classrooms after grade level discussions of what "best practices" are.	Jerry Lankford Grade Level Reps.	May/June 2005
Training in "best practices" for educational assistants on half days and conference days.	Teresa Diessner Celine Freeman Suzanne Shade	December, 2004
Design protocol to discuss classroom CBM results after each testing period.	Site Council	February 2005
Conduct monthly grade level planning and discussion on implementation progress of "best practices" in the classroom. Use W.O.W. Protocol for discussions.	Robyn Soine Julie Schlumpf Melody Axton	November 2004
List of components of a good reading program	Mary Lou Morgan	November

**Expected Impact:**

Increased reading fluency and increased specificity of lesson plans.

### **Monitoring Effectiveness:**

- CBM testing for all kindergarten and first grade students in September, January and June of each school year.
- Conducting conversations with grade 2 teachers about QRI results. Compare spring 2004 first grade CBM results to fall, 2004 second grade QRI results. Compare spring 2005 first grade CBM results to fall, 2005 second grade QRI results. Compare 2004 CBM/QRI comparisons to 2005 CBM/QRI comparisons.

### **Budget:**

Funding needed for *Open Court* materials, trainer expenses, substitutes, and parent night expenses.

### **Parent Involvement:**

- Six school wide parent nights using “Partners in Print” materials to increase student fluency.
- Continue with “Sunshine” and “Read and Lead” home reading books.

### **Staff Development:**

Utilize calendar that establishes dates for all trainings/study groups for certified and classified staff.

### **Technology Integration:**

- Access video courses on reading instruction (OSPI, SPU, PSESD, TV-K12 Access).
- Video tape building training for later use. Person on Point: Jeanne Berg
- Computer access to running record tools. Person(s) on Point: Jeanne Berg, Drew Ritzen, Laura Sullivan

### **Procedures for Evaluating Progress Toward Goal:**

Use designed protocol to discuss and analyze classroom CBM Fluency results after each assessment. Conduct evaluation after every staff development activity.

## GOALS AND ACTION PLAN: COMMUNICATION COMMITTEE

### Specific School Goal #3:

Address communication issues that impact staff, resulting in a 5% positive increase in the top three areas of greatest concern, as measured by a pre and post survey of staff.

### Rationale for Goal:

Schools showing improvement operate as a school wide team, not a random association of individuals. They create time for staff to share “best practices” and collaborate while involving every staff member in the school improvement efforts. Teamwork among staff enables them to understand the new standards and prepare students to meet them. It is important that the entire school staff work together on improvement efforts.

### Strategies:

- Survey staff in order to delineate the top three communication concern areas.
- Define and develop specific communication protocols as needed for areas of concern.
- Provide staff with opportunities to address issues that impact staff morale. By using communication protocols, communication effectiveness will increase.

<b>Resources Needed</b>	<b>Persons on Point</b>	<b>Timeline</b>
Elicit staff input on communication survey content.	Melody Axton	October 2004
Develop communication survey.	Aimee Nolan Committee	November 2004
Administer communication survey at a staff meeting.	Jerry Lankford	November 2004
Compile survey results.	Aimee Nolan Karen McCurley	December 2004
Distribute results of survey to site based team members and request input.	Karen McCurley	December 2004
Distribute results of survey to staff.	Committee	December 2004

<b>Resources Needed</b>	<b>Persons on Point</b>	<b>Timeline</b>
Determine top three communication concern areas and develop strategies to address them.	Committee	January 2005
Implement strategies.	Committee	Ongoing
Administer post communication survey at a staff meeting.	Jerry Lankford	May, 2005
Create communication protocols based on survey results.	Committee Jan Thomas/Jerry Lankford Facilitator	February 2005
Investigate literature to support positive communication growth.	Jan Boitano Suzanne Shade	Ongoing

**Expected Impact:**

The staff will move from being a random association of individuals to being a cohesive learning community and schoolhouse, thereby positively effecting program improvement efforts and student achievement.

**Monitoring Effectiveness:**

- Compare fall and spring communication survey results.
- Conduct informal assessments of staff based on survey results.
- Ongoing staff feedback on progress of use of protocols.

**Budget:**

Funding for staff development time (either for presenter or staff collaboration) and/or professional library resources.

**Parent Involvement:**

Not applicable to this specific goal.

**Staff Development:**

Share results of communication survey with staff. Conduct presentation and implementation plan for communication protocols. Have representatives from Safe and Civil Schools present communication strategies/protocols to communication committee and/or staff.

**Technology Integration:**

Survey results will be evaluated and presented to staff using Microsoft Excel program. Possible web based working-styles tools will be accessed.

**Procedures for Evaluation Progress Toward Goal:**

Spring results of the communication survey will be compared to those from the fall in order to determine effectiveness of newly implemented protocols to determine progress with positive and regular communication among committees, grade levels and staff to staff.

**Site Council Approval of Plan, November 24, 2004**