



Snoqualmie Valley School District

School Improvement Plan

Cascade View Elementary School

34816 SE Ridge St



Mission, Vision, Guiding Principles

At Cascade View Elementary School, we challenge every student to think, to learn, to care and to succeed.

We accomplish this through:

- High standards for students and staff with a challenging curriculum and a strong academic focus.
- Use of assessment and best practices to support our commitment to continuous improvement.
- Instructional methods and opportunities that meet individual needs of learners.
- A team approach that includes parents and community.
- Focus on responsible behavior in an environment of caring, safety and respect.
- Celebrating personal success.

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

I. Guiding Principles of School Improvement Planning

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

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





II. Description of School Community

Overview of CVES

OUR SCHOOL

Cascade View Elementary School is one of five elementary schools in the Snoqualmie Valley School District. It is located in the City of Snoqualmie in upper Snoqualmie Valley, above Snoqualmie Falls. Situated high above the Snoqualmie flood plain, views extend from Puget Sound to Snoqualmie Pass.

Cascade View Elementary School opened in the fall of 2005 to serve students in grades kindergarten through fifth. Our school was designed with 26 classrooms, 4 modular classrooms, a central library with adjoining computer lab, a music room, a gym, a multi-purpose room with a stage for school presentations and assemblies, and large interior hallways in each of the 3 classroom wings which can be used for computer mini-labs, classroom projects, and tutoring. Outside the school is an enclosed play area for younger students, a covered play area for use during inclement weather, a play area with equipment, and expansive fields and tennis courts for school and community use.

OUR STUDENTS

CVES opened the 2005-2006 school year with 534 students, most of who reside in the Snoqualmie Ridge community. During the 2008-2009 school year, we will serve 682 students. Due to the proximity of the school, most students walk or ride bikes to school on a daily basis. As the year progresses, we will monitor different aspects of student life including attendance, mobility, behavior, and co-curricular activities, as these are important to the growth of our students educationally, physically, and socially.

OUR STAFF

CVES students are served by 27 regular classroom teachers for grades kindergarten through fifth, a P.E. teacher, a music teacher, a librarian, two special education teachers, two part-time Hi-C (highly capable) teachers, and a counselor. In addition to one principal, there are two secretaries, seven instructional assistants, two custodians, and three kitchen staff.

The average class size is 22.7 students per class ranging from 21 at the kindergarten to 26 at the fifth grade level. The weekly schedule at CVES provides each student with two half-hour sessions of P.E., two half-hour sessions of music, one half-hour of computer lab and one-half-hour session in the library. Teachers also schedule time for classes to access the computer lab in order to learn technology skills and integrate technology into the class curriculum. The schedule at CVES also allows for a two hour early release every Friday for district, school, and staff teamwork to focus on student improvement goals, curriculum alignment, development of performance assessments, and professional improvement activities to help ensure that students will meet the Washington State Essential Academic Learning Requirements. In our collaborative efforts, we strive to focus on the following questions:

What are students going to learn?

How will we know they have learned it?

How will we respond when they have not learned it or already know it?

CVES staff is involved in the daily function as well as the long-range goals of the school, through participation in the Learning Improvement Team and grade level/departmental teams. The Learning Improvement Team leads the staff in addressing matters related to curriculum and instruction, while working to address matters concerning the function of the school in areas outside of curriculum.

FAMILY & COMMUNITY INVOLVEMENT

There is a high level of involvement for families living in the Snoqualmie Ridge community. This is organized with the assistance of the CVES PTSA (600+ members), which is instrumental in providing supervision and support for school and community activities, classroom projects and field trips, and fundraising ventures to expand student experiences and learning opportunities.

Parents involved in the daily activities of the school are provided with training in handling information, supervising learning activities, and supporting classroom teachers. Each classroom teacher is offered the benefit of a room parent to help plan and coordinate special events and projects for the students.

Parents and community members are invited to participate in the work of our school.





Leadership/Planning Team Members

List the names of the leadership team members.

Tim Nootenboom	Principal
Sandy Smelser/Natalie Watters	Counselor
Calla Kinghorn, Erin Linscott, Lisa Griffin, Cara Axe	Kindergarten
Jay Jay Ross, Doreen McDade, Jan Saxton, Lisa Wells, Michelle Kappen & Heather Anderson	First Grade
Joyce Delurme, Marilee Carter, Kellie Smith, Martha Thomason, & Dawn Turner	Second Grade
Julie Daniels, Mel Culver, Seth Deniston, Dionne Ellingsen, LK Henley	Third Grade
Danielle Bernardo, Laurie Heinz, Elizabeth Johnson, Elizabeth Gintz, Sharon Stai & Marla Eckhart	Fourth Grade
Linda Anderson, Connie Guinn, Dyame Lemming & Marti Neyland	Fifth Grade
Jan Gifford	Special Education
Belinda Macri	Instructional Assistant





District Review Team Members

List the names and titles of the District Review Team Members

Caroline Loudenback– Board of Directors

Name & Title

Date Review: 11/2008

Rudy Edwards, President – Board of Directors

Name & Title

Date Review: 11/2008

Marci Busby – Board of Directors

Name & Title

Date Review: 11/2008

Kathryn Lerner– Board of Directors

Name & Title

Date Review: 11/2008

Joel Aune – Superintendent

Name & Title

Date Review: 11/2008

Don McConkey – Assistant Superintendent

Name & Title

Date Review: 11/2008





III. School Portfolio

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

(Name of school's) portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in four categories, (1) demographic, (2), student achievement, (3) perceptions, and (4) Adolescent Youth Behavioral Survey. Data will be added periodically to reflect progress toward our goals.

Stakeholders analyzed this data using a "data carousel" activity. Data displays were created for each data category. Stakeholders rotated from table to table analyzing the data to discern (Name of School's) strengths and areas of concern. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top five concerns. Individual rating and rankings were used to create a composite rating and ranking resulting in a prioritized list of concerns on which to base the improvement plan.

A. School Data Collection

Demographic Data

(SES status, mobility rates, class size, parent involvement, ELL, ethnicity, special populations)

Socio-Economic Status

- 1.8 % Free and Reduced Lunch

Ethnicity

- American Indian/Alaska Native - <1%
- Asian – 3.5%
- Black or African American – <1%
- Caucasian or White – 88.8%
- Hispanic or Latino – 1.8%
- Multiracial – 4.5%
- Native HA/Pacific Islander - <1%

Special Education

- <7.3%

ELL

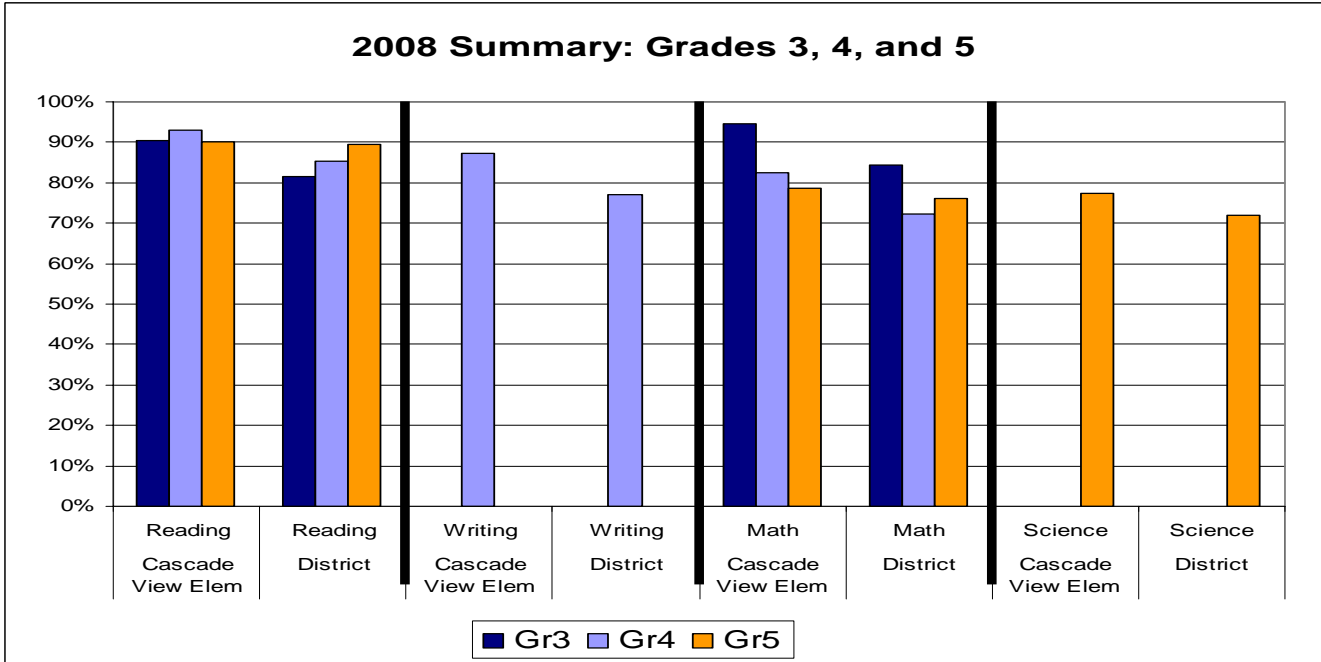
- < 1%

School Data Collection Continued

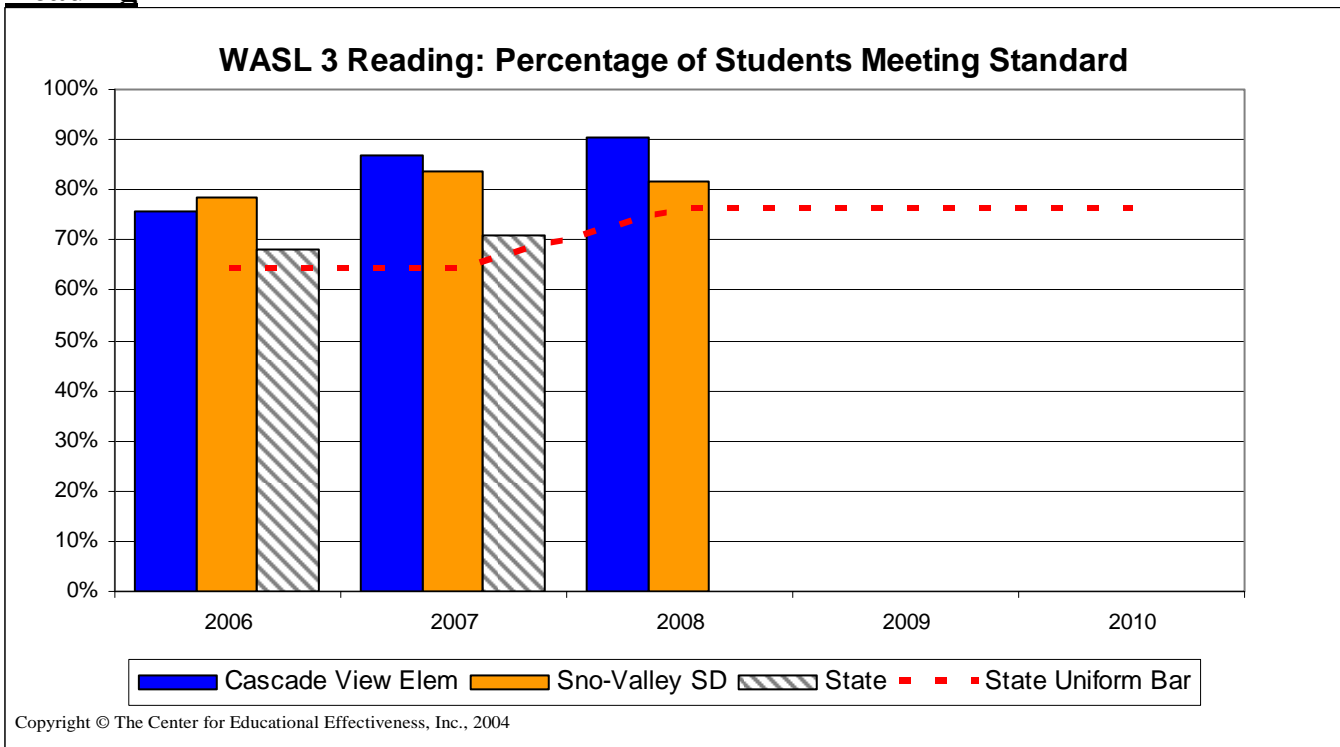


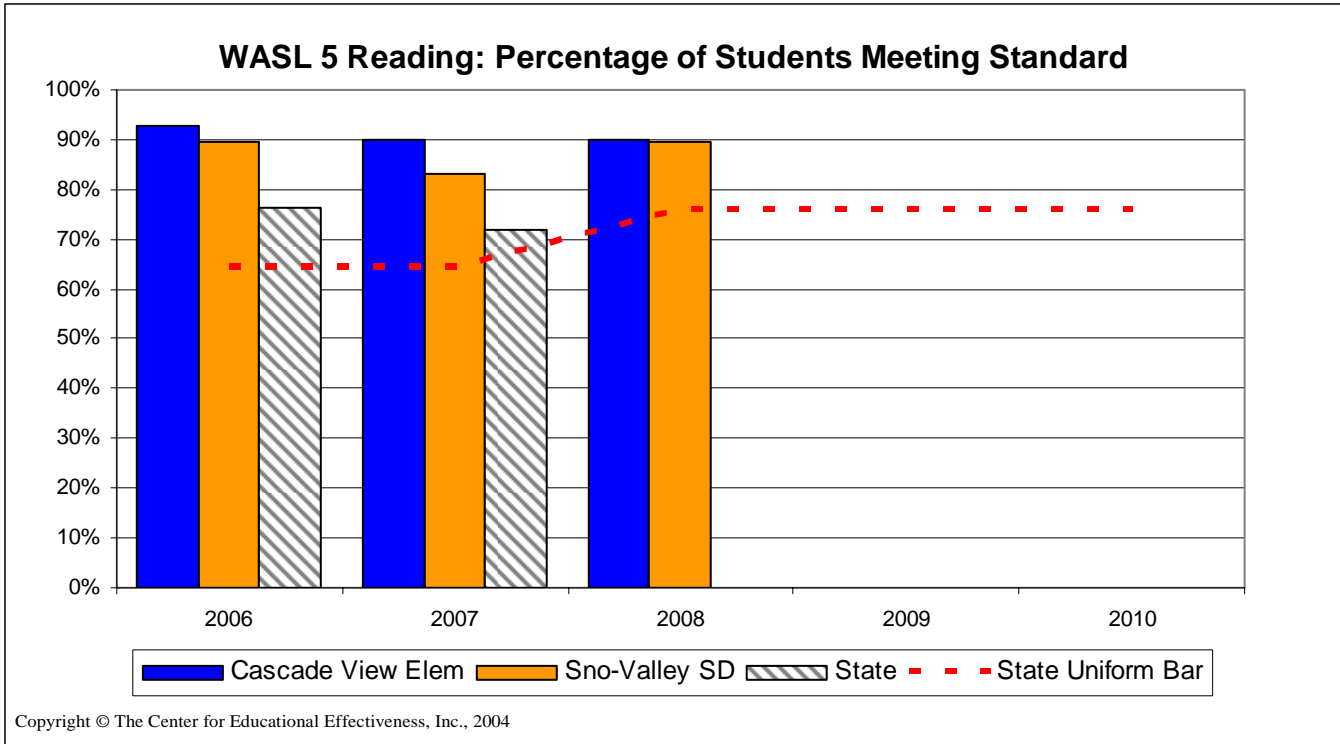
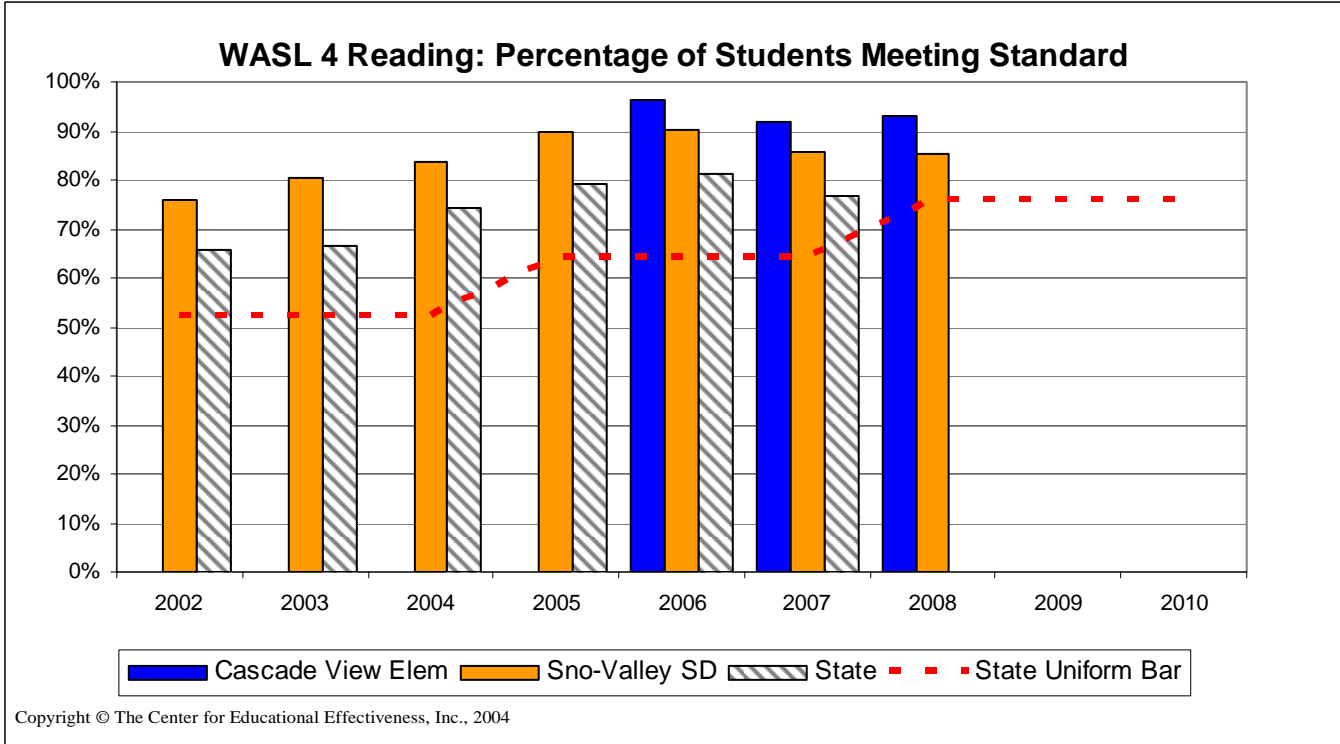
Student Achievement and Staff Perceptual Data

WASL Data – CVES - 2008

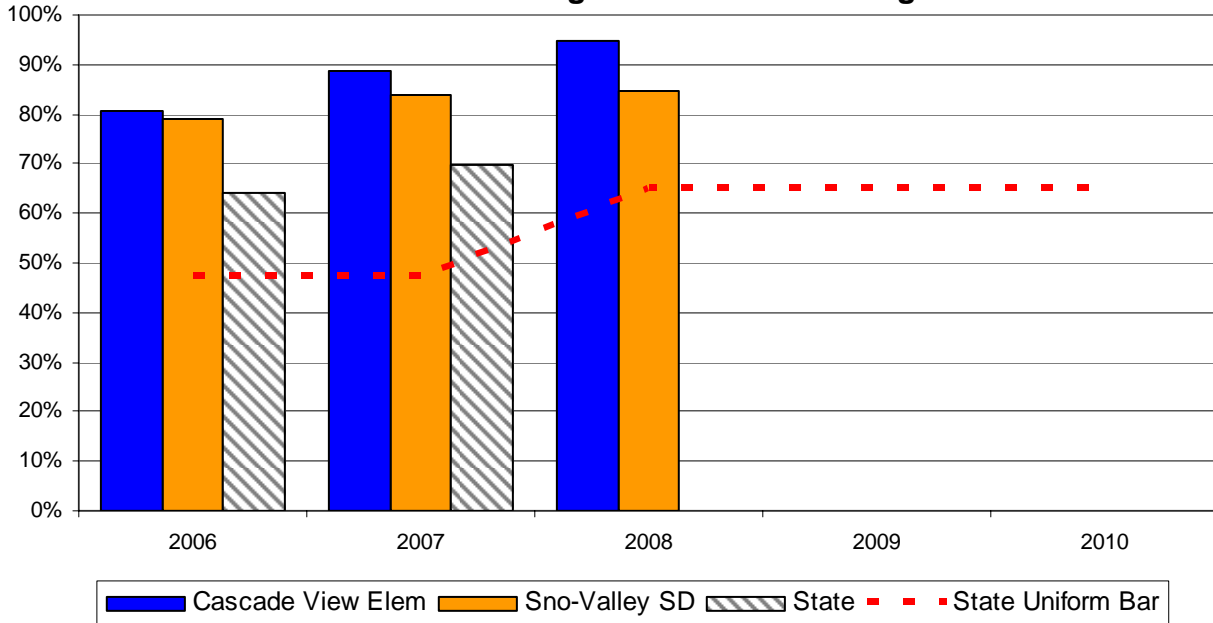


Reading



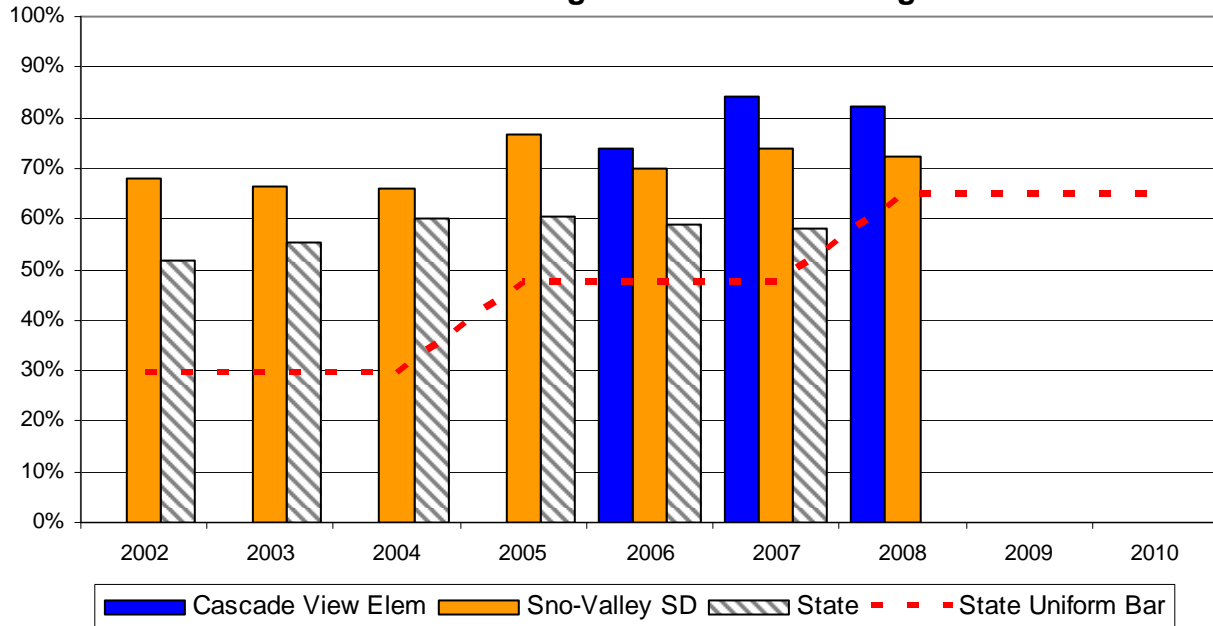


WASL 3 Math: Percentage of Students Meeting Standard



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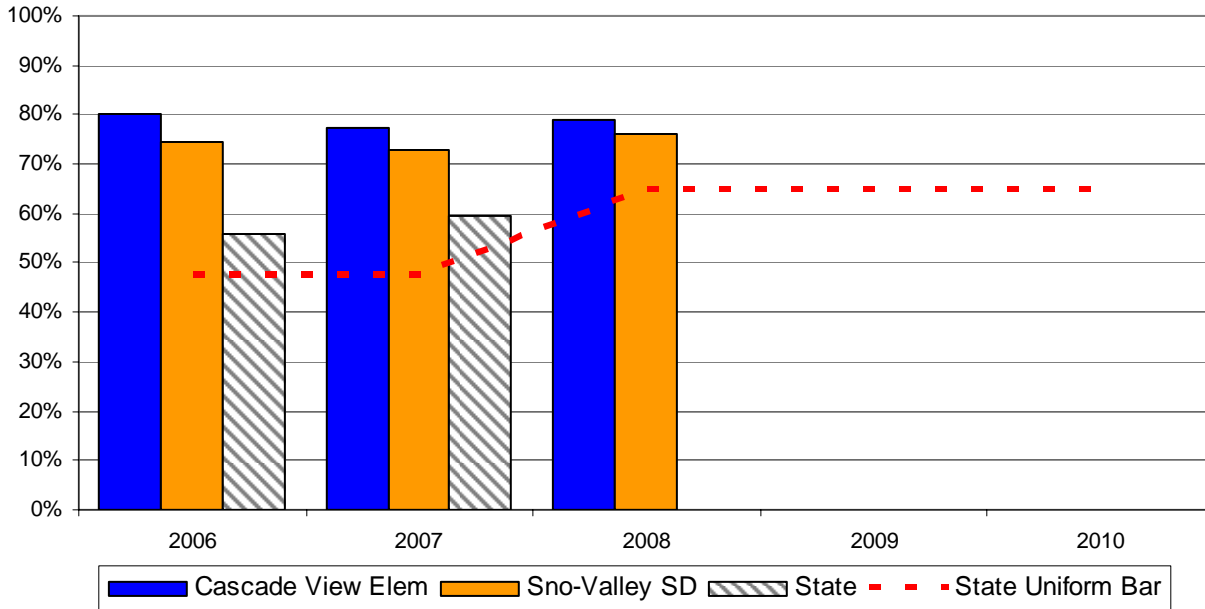
WASL 4 Math: Percentage of Students Meeting Standard



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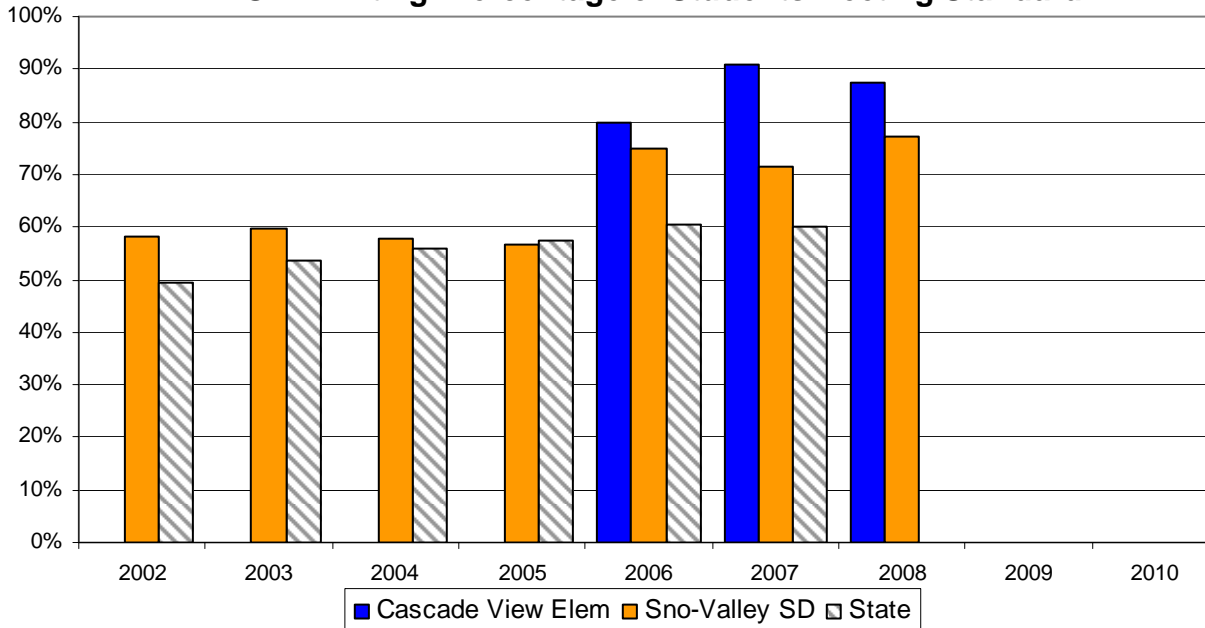
WASL 5 Math: Percentage of Students Meeting Standard



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Writing

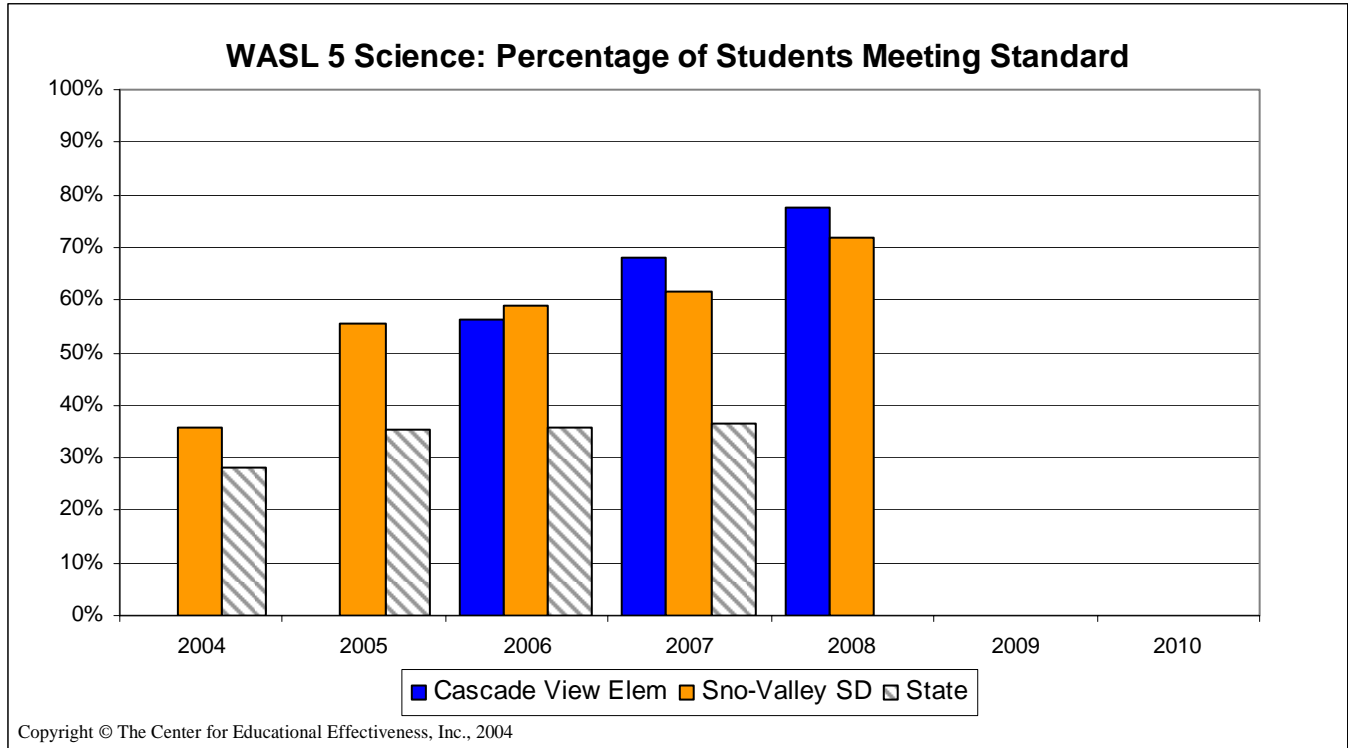
WASL 4 Writing: Percentage of Students Meeting Standard



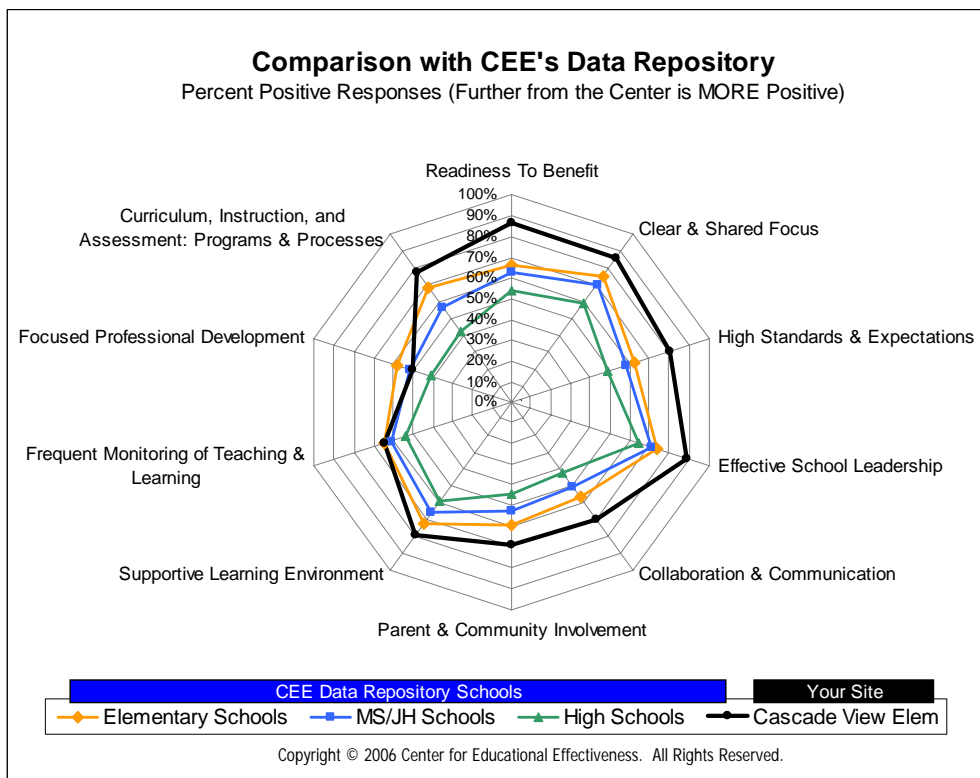
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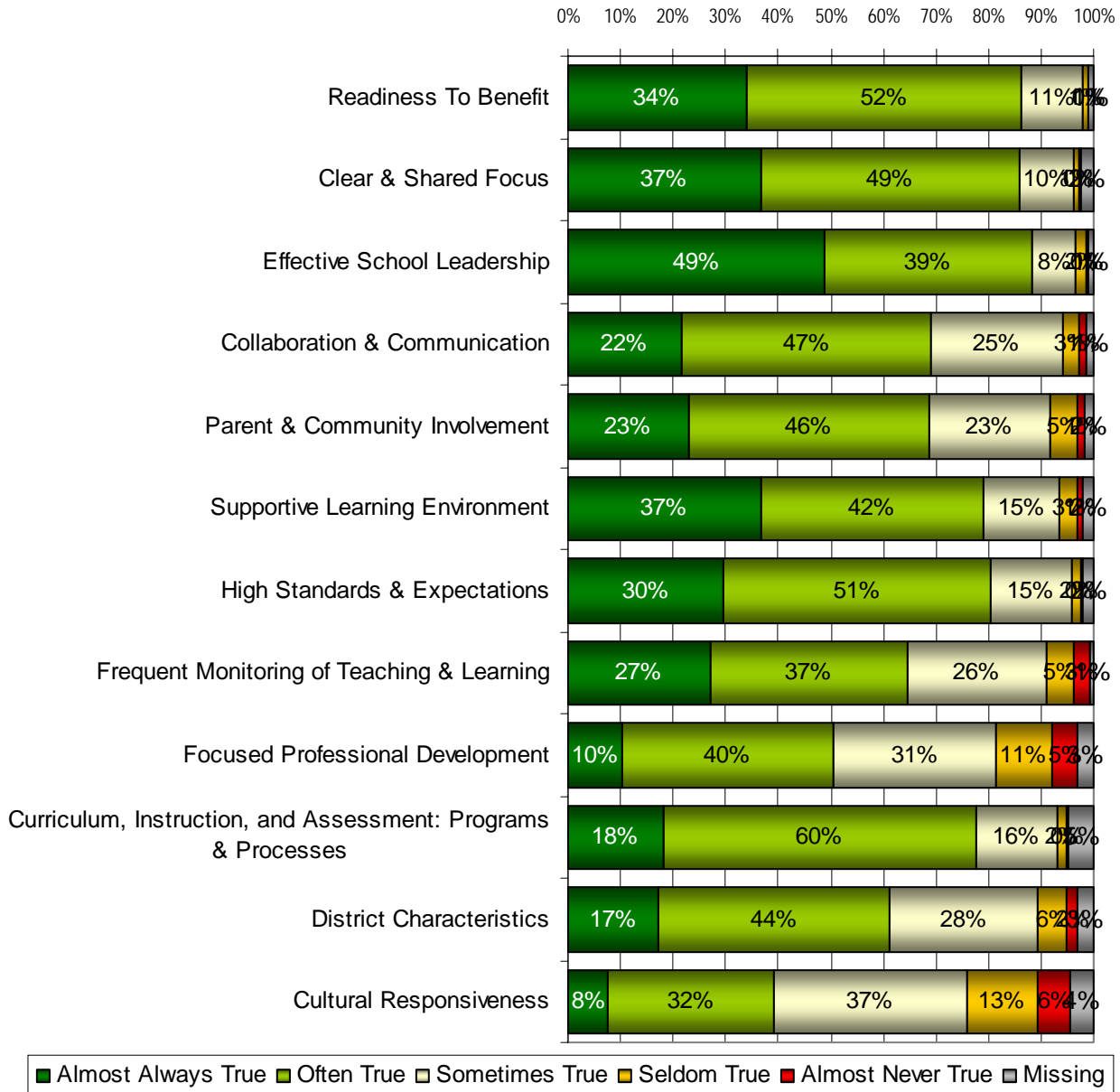
Science



Staff Perceptual Data – 2008



9 Characteristics of High Performing Schools Summary View



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Data from 2006. We will review data comprehensively in the fall of 2009.

- 20% fewer males than females met standard in writing.
- 5% (4 students) of 4th grade students achieved level one in writing
- 15% of 4th graders achieved a level 2 in writing
- 20% more females than males met standard in writing
- 4th male students scored 22% lower than female peers on the writing portion of the WASL
- 27% percent of disadvantaged 4th grade students scored level 2 or below in writing
- 20% of the students did not meet the standard in the writing portion of the WASL
- There is a 20% difference between the number of students meeting the 3rd grade reading portion of the WASL to the 4th grade
- 8.5% of 3rd grade students scored well below standard (level 1) in reading
- 15.9% of 3rd grade students scored well below standard (level 2) in reading
- 70% of males met standard in 3rd grade
- 12% fewer 3rd grade males than females met standard in reading
- 8% fewer 5th grade males than females met standard in reading
- 24.4% of 3rd graders did not meet standard in reading
- 12% less males than females passed reading WASL at 3rd grade
- 24% of the 3rd grade students did not meet the standard on the reading WASL
- 5.5% of the fifth grades scored at level 2 in reading
- 11% of 3rd grade students were at level 2 (below standard) on the math WASL
- 18.2% of 5th graders scored at level 2 on math
- 50.9% of 5th graders scored at level 4 in math
- 8.5% (7 students) in 3rd grade were at level 1 (well below standard) in math
- 15% of female students did not meet standard in math.
- 17.5 % CVES 4th grade students scored Level 2 in math
- 19.5 of 3rd grade students did not meet standard in math
- 10% fewer 3rd grade males than females met standard in math
- 10% fewer 5th grade males than females met standard in math
- 8.8% of 4th graders scored level 1 in math
- 17.5% of 4th grade students scored below standard in math
- 8.8% of 4th grade students scored well below standard in math
- 3rd grade males scored 8% lower than females on math
- 10% more girls than boys met standard in 3rd grade math
- 21 out of 80 did not meet the standard on the WASL
- 22% of the male students in 3rd grade did not meet the standard on the math WASL
- 18.2% of the 5th graders scored level 2 on the math WASL
- 11% (9 students) were at a level 2 (below standard) on the math WASL





Perceptual Data

(Nine Characteristics of Highly Effective Schools, Parent Survey, Student Survey, Climate Surveys, Technology Survey, etc.)

LIST NARRATIVES:

Data from 2006. We will review data comprehensively in the fall of 2009.

- 47% of staff feels we sometimes or never hold one another accountable for behavior that is culturally sensitive.
- 56% of staff feel they have the necessary tools and resources to do their job effectively
- 40% of staff says that the district does not provide training development in cultural responsiveness
- 16% of the staff feel that the school almost never reviews or address issues of cultural responsiveness
- 13% of staff says the school almost never has activities to celebrate the cultures of the community
- 59% of staff believe we have a system for sharing reading information and progress with parents
- 47% of staff feels that the school communicates effectively to families of all cultures
- 32% of staff says we never or seldom have activities to celebrate cultures of the community
- 51% of staff indicate that they seldom or sometimes understand the reasons behind the allocation of resources in the district
- 25% of staff indicated that seldom do staff share learning from conferences and seminars
- 16% of staff indicated that they seldom felt they were encouraged to work towards advancement
- 62% of staff says we seldom or sometimes are informed about how well we are doing
- 22% of staff indicate the almost always demonstrate commitment to our mission
- 16% of staff feel resources are almost always aligned with our mission
- 40% of staff believe that the district does not provide training or skill development in cultural responsiveness
- 9% of the staff feel that we almost never have opportunities to learn effective teaching strategies for the cultures represented in our school
- 62% of staff says that we seldom or sometimes true that we are informed about how well we are doing
- 71% of staff disagree that we collaboratively plan intervention of literacy and numeracy concepts across the curriculum
- 59% believe that we have a system for sharing reading information and progress with parents
- 25% of the staff believe that teachers engage often in classroom based professional development activities that focus on improving instruction
- 37% of staff disagree that the district uses assessments aligned to standards and instruction
- 42% of parents some/seldom/never - struggling students get additional help at school
- 97% of parents said teachers seldom or never have high expectations for student learning
- 19% of parents felt that their child is challenged is sometimes true
- 33% of parents said their child was only sometimes or not at all challenged by rigorous, ambitious course of study
- 29% of parents feel that teachers do not accommodate their child's special needs by adjusting instruction
- 45% of parents say it is almost always true that they are encouraged to collaborate in their child's learning
- 37% of parents often perceive they are involved in the decision-making process of the school
- 40% of parents almost always perceive this school communicates effectively to all families
- 32% of parents often perceive when appropriate they are encouraged to be part of problem solving at this school
- 27% of parents believe that different cultures are occasionally represented
- 31% of parents express lack of input into school improvement planning process
- 27% of parents disagree that struggling students receive early intervention and additional help
- 11% of parents disagree that CVES is doing a good job of preparing students for a successful future
- 8% of parents believe they seldom or never participate in important decisions regarding their children's education
- 16% of the parents report sometimes true or never that CVES communicates with them about their child's progress

School Data Collection Continued





Contextual Data

LIST NARRATIVES:

- *The CVES PTSA is on track to raise over \$250,000 from 2005-present. These funds are supporting school needs such as equipment, field trips, library, Activ Boards, staff development, classroom support, funds enrichment projects in the classroom, extension of staff for our school's library and technology needs.*
- *Parent volunteers average over 1200 hours per month at CVES*
- *All certified staff at CVES is highly capable in accordance to state law.*
- *Our PTSA facilitates and subsidizes a comprehensive after-school enrichment program for students to provide parents options to more deeply enrich and engage their students.*



Assessing Strengths and Areas of Opportunities Using the Data Carousel

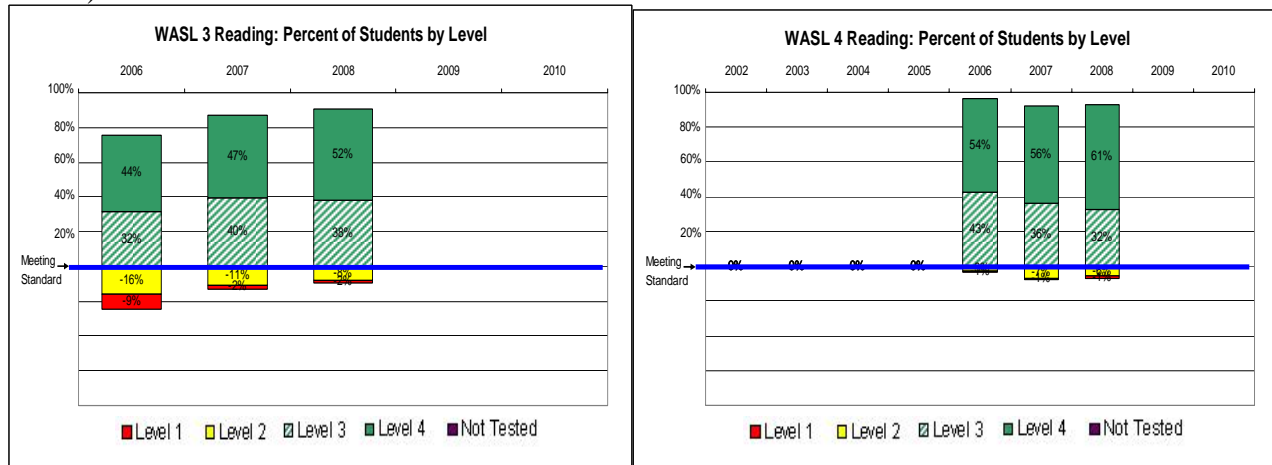
Summary of CVES's Strengths

LIST STRENGTHS:

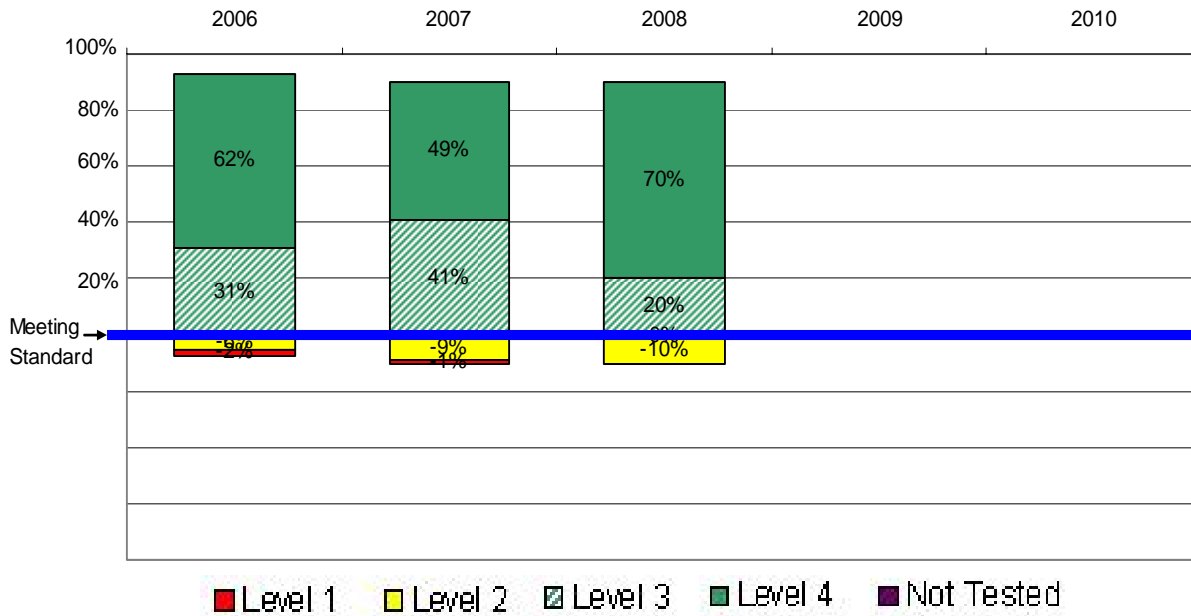
As of 2008

Achievement

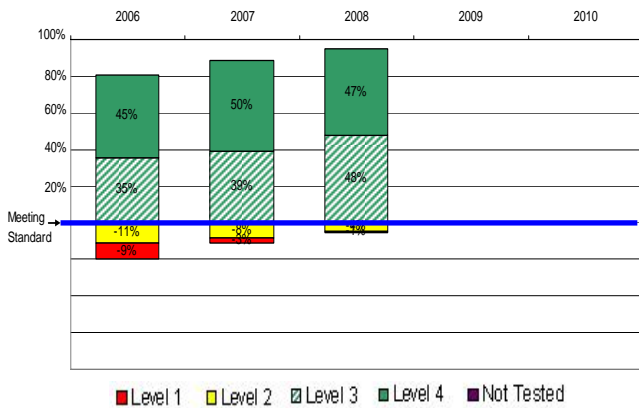
Over the last 3 years, CVES continues to sustain and make incremental growth in most achievement areas of the WASL. In all areas, we exceed the state average. Even in areas where overall growth is minimal, we are seeing growth from Level to Level; Level 1 to Level 2, Level 2 to Level 3 and Level 3 to Level 4 (See Graphs below).



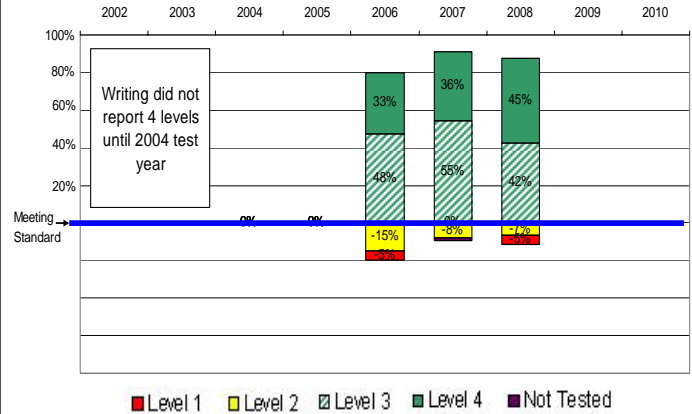
WASL 5 Reading: Percent of Students by Level

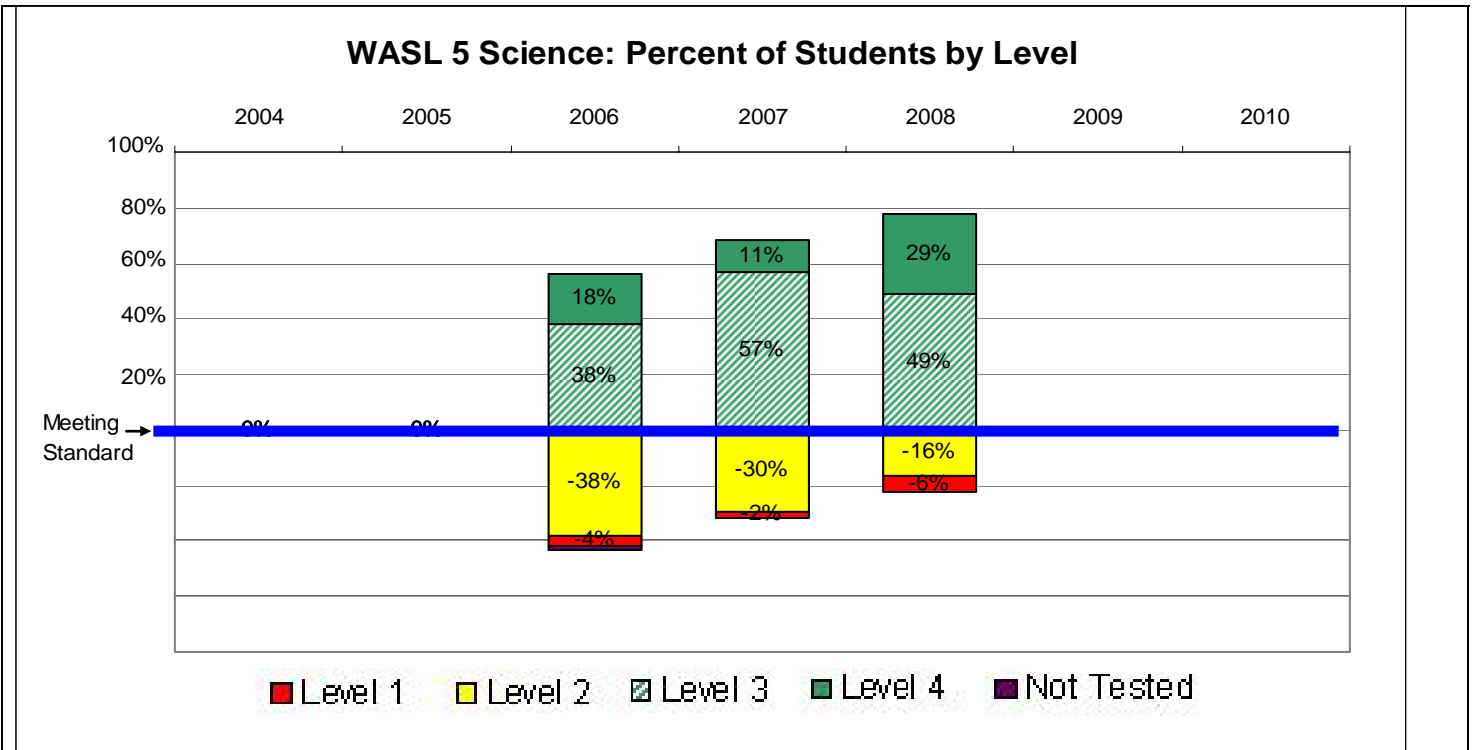


WASL 3 Math: Percent of Students by Level



WASL 4 Writing: Percent of Students by Level





Parent Perceptual Data

In years 2006-2008, we have had the following goal: To improve CVES parents’ understanding of the continuum of support services available to struggling students. Embedded in this work plan was a comprehensive approach to improve communications to parents at the building and classroom level. Over the course of two years, the parent community has participated in an on-line survey denoting the effectiveness of CVES’s communication. Our community rated the overall effectiveness very high 90+% in nearly all areas. Even though we will no longer have a formal goal in this area, it will still be a core of our work as we continue to build stronger ties with communication in our parent community.

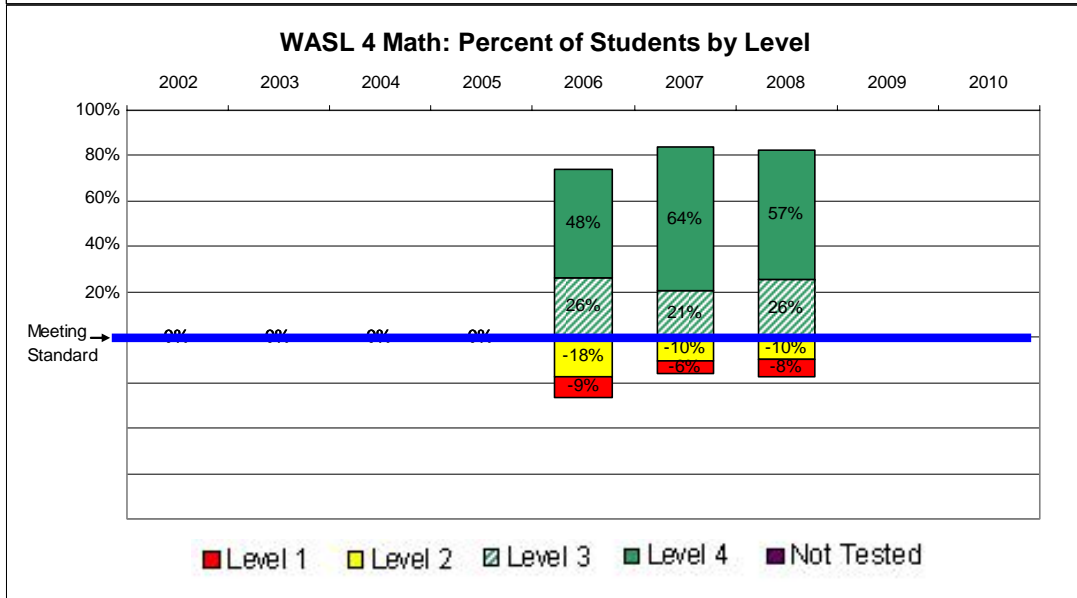
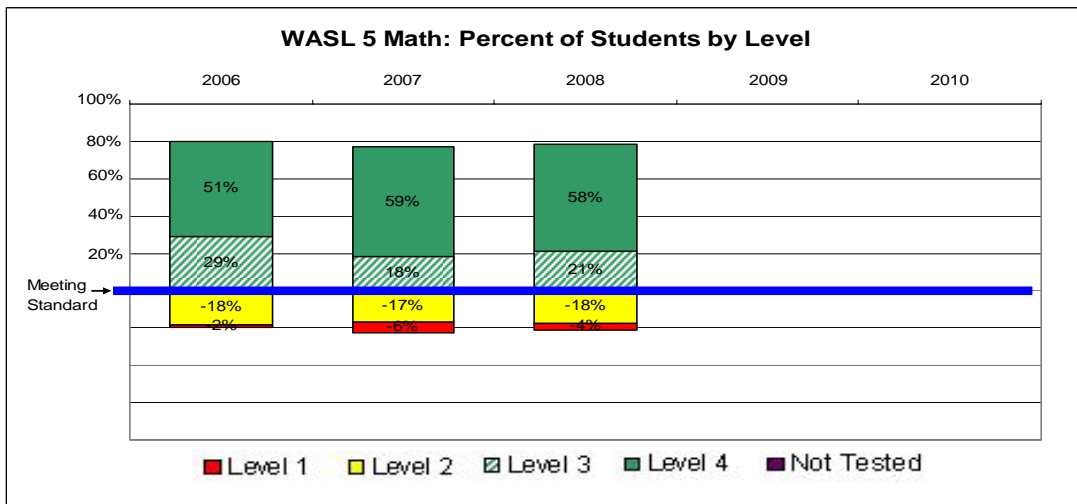


CVES's Prioritized Areas of Opportunities.

LIST AREAS OF OPPORTUNITIES:

As of 2008

While we have many areas that have been strong and students have performed well above the state average, there are a few areas where growth in student achievement as measured on the WASL remains flat.



IV. Developing SMART Goals Worksheet.



Goals should be SMART in order to be meaningful and achievable. This worksheet is designed to help your leadership team be smart about developing goals. Write your goal(s) in the completed goal statement section of the worksheet and review the quality of your goals by evaluating them against the reflective questions below. In other words, they are written in terms of student outcomes, and should tell what you want to accomplish, by when and how it will be measured. (See Exhibit #3)

SMART Goal Criteria:

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time Bound

Goal Reflection Questions:

- Is the goal specific and clearly stated?
- Is the goal measurable and based on formative and/or summative data?
- Is the goal attainable and realistic?
- Is the goal related to student achievement?
- Is the goal time bound?

Goal #1:

Area for Improvement	<ul style="list-style-type: none"> ◆ To improve students’ writing skills in content, organization and style (COS)
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> ◆ Fourth Grade WASL ◆ District Writing Prompts
Current Results	<ul style="list-style-type: none"> ◆ On the 2008 WASL, 87.3% of students met standard in writing. ◆ On the 2008 WASL, 81.2 % met standard in the COS portion of the WASL in writing ◆ On the 2008 WASL, 93.1% met standard in Conventions.
Target	<ul style="list-style-type: none"> ◆ 92% of fourth grade students will meet or exceed the standard on the 4th Grade Writing WASL.
Standard 3 – 5 year goal	<ul style="list-style-type: none"> ◆ Goal of + 4% increase. ◆ 96% of fourth grade students will meet or exceed the standard as measured by the fourth grade Writing WASL in 2010
Completed Goal Statement	<ul style="list-style-type: none"> ◆ 96% of the 4th graders will meet standard on the WASL by 2010 in writing.



Goal #2:

<p>Area for Improvement</p>	<ul style="list-style-type: none"> To improve students' overall reading skills.
<p>How will you measure improvement towards these goal(s)</p>	<ul style="list-style-type: none"> 3rd, 4th and 5th Grade WASL Results
<p>Current Results</p>	<ul style="list-style-type: none"> On the 2008 WASL, 90.3 % of 3rd grade students met or exceeded standard in reading. On the 2008 WASL, 93.1% of 4th grade students met or exceeded standard in reading. On the 2008 WASL, 90.0% of grade students met or exceeded standard in reading.
<p>Target</p>	<ul style="list-style-type: none"> 94% of students in grades 3-5 will meet or exceed standard on the 2009 Reading WASL.
<p>Standard 3 – 5 year goal</p>	<ul style="list-style-type: none"> 96% of students will meet or exceed standard on the Reading WASL in 2010
<p>Completed Goal Statement</p>	<ul style="list-style-type: none"> CVES Students will increase from 90% meeting or exceeding standard on the Reading WASL to 96% by 2010.



Goal #3:

<p>Area for Improvement</p>	<ul style="list-style-type: none"> To improve students' overall math skills
<p>How will you measure improvement towards these goal(s)</p>	<ul style="list-style-type: none"> 3rd, 4th, 5th Grade WASL District Computational Fluency Measures Growing With Math Assessment Tools.
<p>Current Results</p>	<ul style="list-style-type: none"> 94.7% of students met standard in 3rd grade on WASL 82.4% of students met standard in 4th grade on WASL 78.8% of students met standard in 5th grade on WASL
<p>Target</p>	<ul style="list-style-type: none"> 70% of students will meet standard in all strand areas of the Math WASL + 3.5% a year thereafter
<p>Standard 3 – 5 year goal</p>	<ul style="list-style-type: none"> 80% of students will meet standard in all strand areas of the Math WASL
<p>Completed Goal Statement</p>	<ul style="list-style-type: none"> CVES students will achieve a minimum standard of 80% in each strand of math as measured by the 3rd, 4th, and 5th grade performance on the WASL by 2010.



Goal #4:

<p>Area for Improvement</p>	<ul style="list-style-type: none"> To understand and implement effective teaching practices and systems to better meet the various cultures of our school community.
<p>How will you measure improvement towards these goal(s)</p>	<ul style="list-style-type: none"> Responses on staff and parent survey that will be developed by May of 2009.
<p>Current Results</p>	<ul style="list-style-type: none"> In 2006, 25% of staff felt they understood and effectively implemented teaching practices for various cultures of our school. By May, a new survey tool will be administered to staff and parents.
<p>Target</p>	<ul style="list-style-type: none"> 80% of staff and parents feel they understand and are able to implement effective teaching practices and systems to better meet the various cultures of our school community. + 5% each year thereafter
<p>Standard 3 – 5 year goal</p>	<ul style="list-style-type: none"> 80% of staff and parents feels they understand and effectively implement teaching practices and systems that are culturally appropriate and aware.
<p>Completed Goal Statement</p>	<ul style="list-style-type: none"> By 2010, 80% of the staff and parent at CVES will understand and effectively implement strategies and system that educate all students in a way where cultural sensitivity and awareness of the various cultures are cultivated in and outside our school.





V. ACTION PLANS

School Improvement Goal #1: CVES students will improve overall writing skills as measured by 4th grade performance on the WASL, increasing percentage of students passing from 87.3% (2008) to 96% by 2010.

Strategy: Align instructional practices and curriculum/content to the state grade level expectations in writing creating consistent approaches for students K-5.

Rationale: Students will perform at overall higher levels on the WASL, district writing prompts and classroom/life application.

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>
Map where classrooms are in regards to curriculum/content being taught identifying gaps in content, instructional and assessment practices	Work done in grade level teams	<i>Initiated 2006-2007</i> Will Re-Evaluate by June 2009	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • District Writing Prompts • Grade Level Formative Assessments
Meet in cross-grade level teams to review mapping outcomes and develop consistent practices/approaches across grade levels	Work done in grade level teams	<i>Initiated 2006-2007</i> Will Re-Evaluate by June 2009	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • District Writing Prompts • Grade Level Formative Assessments
Research and implement best practices that will address the deficiencies based upon the mapping outcomes.	Work done in grade level teams	<i>Initiated 2006-2007</i> Will Re-Evaluate by June 2009	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • District Writing Prompts • Grade Level Formative Assessments
<p>Procedures for evaluating success in reaching this goal: Analysis of WASL scores and District/building writing prompts. <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i></p>					
<p>How will you know these interventions are working? Qualitative improvement on district/building writing prompts and WASL over time. Every three months, grade levels teams will develop a 2-3 month work plan that establishes the scope of work with desired outcomes, and evidence that is specific to the Grade Level Action Plan (see exhibit #1 for sample).</p>					



Kindergarten Grade Level Action Plan

School: CVES

Grade Level/Team Name: Kindergarten

Team Members: Erin Linscott, Calla Kinghorn, Lisa Griffin, Cara Axe

WRITING –

<i>Team SMART Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
This year all students will increase fine motor skills.	Fine motor choices each week will be offered including play dough, cutting, small manipulatives, tearing paper, stamping.	All K Teachers	Fall – Spring	Daily observations Improved writing quality like smoothly formed lines, letters touching or near the correct lines.
This year 90% of students will draw a picture and write a sentence on a single topic.	Teacher instructs and models using Lucy Calkins Writers Workshop. Students write in writing books 2-3 times per week at their own level. Teacher conferences with individuals to provide feedback/ instruction	All K Teachers	Fall - Spring	Students writing samples will include all components of the “Kindergarten writing checklist”. (date, name, picture 5+ colors, words to match picture) End of Trimester- District wide writing assessment





Writing Grade Level Action Plan – Grade One

School: CVES

Grade Level/Team Name: First Grade

Team Members: Jay Jay Ross, Jan Saxton, Lisa Wells, Doreen McDade, Heather Anderson, Michelle Kappen

School Goal: Improve student writing skills in the area of content

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
* Improve student writing skills in the areas of ideas and details.	* Writers workshop - introduce writing process/ 6 traits * Writing journals * Weekend News * Modeling specific writing skills * Connecting literature to writing *small group skill lessons (focus)	* First grade team * District cohorts	September -June	* Trimester district writing prompts - notes - procedural - personal narrative * Informal observations of improvement in student writing (weekend news, journal etc) * comparing individual student growth over time





Writing Grade Level Action Plan – Grade Two

School: CVES

Grade Level/Team Name: Second Grade

Team Members: Martha Thomason, Dawn Turner, Joyce DeLurme, Kellie Smith, Marilee Carter

School Goal: Writing

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<p><u>WRITING – Content, Organization and Style</u> Students will add details to cross-curricular writing, at a level 3, as measured by the District’s writing rubric.</p>	<ul style="list-style-type: none"> - 4 Square Writing - Language Experience Charts - District Writing Prompts - Writers’ Workshop Structure - 6 Traits 	All team members	Oct. 2008 through June 2009	<ul style="list-style-type: none"> - Classroom writing projects - District Writing prompts
<p><u>WRITING- Conventions and Spelling</u> Students will use conventions and correct spelling 90 percent of the time in their published writing, as measured by written work.</p>	<ul style="list-style-type: none"> - Daily 5 Word Work - Color coded editing - Word Wall/ Personal Dictionaries - Individual, peer, and/or teacher editing 	All team members	Oct. 2008 through June 2009	<ul style="list-style-type: none"> - Classroom writing projects - District Writing prompts



Writing Grade Level Action Plan – Grade Three

School: CVES

Grade Level/Team Name: Third Grade

Team Members: Seth Deniston, Melanie Culver, LK Henley,
Dionne Ellingsen, Julie Daniels

School Goal: Writing

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
Students will improve organization in writing, as measured by monthly assessment of student writing.	<ul style="list-style-type: none"> *Utilize 6-trait language, skills and strategies through modeling, read alouds, and mini lessons. *Using the Writer’s Workshop format, focus is on 2 different traits each trimester. *Create/utilize common prewriting sheets/strategies to be used. 	<ul style="list-style-type: none"> *Literacy Team *Literacy Team *Literacy Team 	<ul style="list-style-type: none"> *Ongoing * Ongoing * Ongoing 	<ul style="list-style-type: none"> *Improvement of student performance in the trait chosen from 2 to 3 on six trait rubric *Assessment of student papers using 6 trait rubric monthly *Informal assessments on daily basis in form of conferences and observations
Students will use conventions and grade level appropriate spelling 90 percent of the time in all written work.	<ul style="list-style-type: none"> -Color coded editing -Personal Dictionaries -Individual, peer, and/or teacher editing 	<ul style="list-style-type: none"> *Third Grade Team 	<ul style="list-style-type: none"> *Ongoing 	<ul style="list-style-type: none"> *Classroom writing projects District Writing prompts Daily assignments





Writing Grade Level Action Plan – Grade Four

School: CVES **Grade Level/Team Name:** Fourth Grade
Team Members: Danielle Bernardo, Laurie Heinz, Marla Eckhart, Sharon Stai, Elizabeth Gintz, Elizabeth Johnson

School Goal: Writing

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<p>Writing Goal 1 Students will communicate effectively using the expository writing format.</p>	<ul style="list-style-type: none"> *Identify a main idea and be able to support it with ample, appropriate and relevant details. *Provide graphic organizers to instruct students in proper expository format. *Provide instruction in engaging the reader through a variety of sentence structures and specific, vivid word choice. 	<ul style="list-style-type: none"> * Fourth grade teachers 	<ul style="list-style-type: none"> * Throughout the 2008/2009 school year 	<ul style="list-style-type: none"> * Student writing projects * WASL practice * District assessments
<p>Writing Goal 2 Students will use conventions effectively in all writing 100% of the time.</p>	<ul style="list-style-type: none"> * POWER editing * Comprehensive spelling program * High frequency words * Grammar lessons through Houghton Mifflin * Feedback on convention usage 	<ul style="list-style-type: none"> * Fourth grade teachers 	<ul style="list-style-type: none"> * Throughout the year * Weekly spelling test and high frequency words * Daily 	<ul style="list-style-type: none"> * All written work in all curricular areas * District writing assessments



Grade Level Action Plan - Fifth Grade

School: CVES

Grade Level/Team Name: Fifth Grade

Team Members: Linda Anderson, Connie Guinn, Dyame Lemming, Marti Neyland

School Goal: Writing

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<ul style="list-style-type: none"> • Expository writing across the curriculum • Prepare students to complete the writing required for the CBA (classroom based assessment) in Social Studies 	<ul style="list-style-type: none"> • Assess student's writing by assigning a letter of introduction • Based on need, design first trimester writing lessons around six trait model 	<ul style="list-style-type: none"> • Entire fifth grade team 	<ul style="list-style-type: none"> • Expository district writing prompt will be administered fall and spring trimester 	<ul style="list-style-type: none"> • Improvement of student performance in the two specific areas from 2 to 3 on six trait rubric • Monitor progression of student writing across the curriculum





School Improvement Goal #2: CVES Students will increase from 90% meeting or exceeding standard on the Reading WASL to 96% by 2010.

Strategy: Align instructional practices and curriculum/content to the state grade level expectations in reading creating consistent approaches for students K-5.

Rationale: Students will perform at overall higher levels on the WASL

Activities to Achieve this Goal <i>What action will occur?</i> <i>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>
Analyze WASL scores (item analysis) to determine what essential skills students' are lacking	Work done in grade level teams	Initiated 2006-2007 Will Re-Evaluate by June 2009	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • DIBELS benchmark and Monitoring • Grade Level Formative Assessments
Map where classrooms are in regards to curriculum/content being taught identifying gaps in content, instructional and assessment practices	Work done in grade level teams	Initiated 2006-2007 Will Re-Evaluate by June 2009	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • DIBELS benchmark and Monitoring • Grade Level Formative Assessments
Meet in cross-grade level teams to review mapping outcomes and develop consistent practices/approaches across grade levels	Work done in cross-grade level teams	Initiated 2006-2007 Will Re-Evaluate by June 2009	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • DIBELS benchmark and Monitoring • Grade Level Formative Assessments
Implement an Response to Intervention Model for reading that encompasses a multi-tiered approach for addressing reading needs.	Work done in grade level teams and LIT.	Initiated 2006-2007 In-place by December 2008.	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • DIBELS benchmark and Monitoring • Grade Level Formative Assessments
Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of WASL scores.					
How will you know these interventions are working? Continued Improvement of Reading WASL, DIBELS and Formative Assessment scores over time. Every three months, grade levels teams will develop a 2-3 month work plan that establishes the scope of work with desired outcomes, and evidence that is specific to the Grade Level Action Plan (see exhibit #1 for sample).					



Grade Level Action Plan - Kindergarten

School: CVES

Grade Level/Team Name: Kindergarten

Team Members: Cara Axe, Erin Linscott, Calla Kinghorn, Lisa Griffin

READING

<i>Team SMART Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
This year 90% of students will identify all upper and lowercase letters.	Letter of the day, songs, poems, children's name activities, read the room.	All K teachers	Fall – Spring	Mid-trimester check-up form District wide Kindergarten assessment given at the end of each trimester.
This year 90% of students will make letter-sound associations for all 26 letters.	Letter of the day, songs, poems, children's name activities, read the room.	All K teachers	Fall – Spring	Mid-trimester check-up form District wide Kindergarten assessment given at the end of each trimester.
This year 90% of students will segment and blend phonemes.	Word play, Harcourt phonemic awareness **Enrichment/Intervention Friday's - 20 minutes Enrichment: rhyming & writing conventions Intervention: Letter recognition and letter sound association	All K teachers	Fall - Spring	District wide Kindergarten phonics/phonemic awareness assessments given at the end of each trimester



Reading Grade Level Action Plan – Grade One

School: CVES

Grade Level/Team Name: First Grade

Team Members: Jay Jay Ross, Jan Saxton, Lisa Wells, Michelle Kappen, Doreen McDade, Heather Anderson

School Goal: To build fluency skills

Improve literacy and informational text comprehension

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<p>* At least 80% of students are reading 65+ words per minute when reading an on level Harcourt fluency end of the year text.</p> <p>* Improve comprehension in fiction and non-fiction text.</p>	<p>* Purposefully grouped reading</p> <p>* Modeled reading</p> <p>* Intervention/Enrichment</p> <p>* Reading Rotation</p> <p>* RTI Interventions</p> <p>* Daily 5</p> <p>* Specific reading skill lessons (such as retelling, summarizing, sequencing)</p> <p>* Purposefully grouped reading (shared, guided, independent reading)</p> <p>* Modeled reading with think alouds and guided questions</p>	<p>* First Grade Team</p> <p>* DIBELS assessment team</p> <p>* First Grade Teachers & Instructional Assistants</p> <p>* Sandy, First Grade Team, cross age tutors</p> <p>* First Grade Team</p>	<p>* End of October – Beginning of March (Due to end of trimester timing)</p> <p>* DIBELS oral reading fluency assessments at beginning, middle and end of year</p> <p>* September-June (daily across content areas)</p>	<p>* At the end of the first trimester students are reading 30-40 words per minute when reading an on level Harcourt fluency text.</p> <p>* At the end of the second trimester students are reading 40-60 words per minute when reading an on level Harcourt fluency text.</p> <p>* At the end of the school year students are reading 65+ words per minute when reading an on level Harcourt fluency text.</p> <p>* Mid year students will be at or greater than 20 on DIBELS</p> <p>* End of year DIBELS at or greater than 40</p> <p>* Monthly fluency assessment using/Harcourt on level readers</p> <p>* Harcourt On level fluency/ comprehension assessment</p> <p>* Informal teacher observations</p> <p>* End of trimester comprehension assessment (correlated with Harcourt stories; for example understanding B-M-E, character, setting, problem, solution) *fact finding (1 time per each theme)</p>



Reading Grade Level Action Plan – Grade Three

School: CVES

Grade Level/Team Name: Third Grade

Team Members: Seth Deniston, Melanie Culver, LK Henley, Dionne Ellingsen, Julie Daniels

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
Students will improve ability to comprehend, analyze, and interpret informational text as measured by written responses to questions in relevant comprehension strands.	-Utilize RAI assessment to guide future instruction/intervention. -Create/utilize common graphic organizers to aid in comprehension of informational text	- Literacy Teachers -Literacy Team presents to entire team for use in all subject areas	-Throughout the year- Key assessment times: Fall 2008 Winter 2009 Spring 2009 -Fall / Winter 2008	- Student comprehension on informational texts will increase by spring 2009. -Student will accurately complete graphic organizers with evidence from the text.
Students will improve comprehension of a literary text as measured by written responses to questions in relevant comprehension strands.	-Utilize common questions and text for each comprehension strand/strategy -Create/utilize common graphic organizers to meet specific needs in comprehension of literary text	-Literacy Team -Literacy Team	- Fall to Winter 2009 -Ongoing	-Students will be able to provide appropriate answers -Student will accurately complete graphic organizers with evidence from the text.



Reading Grade Level Action Plan – Grade Four

School: CVES

Grade Level/Team Name: Fourth Grade

Team Members: Danielle Bernardo, Laurie Heinz, Marla Eckhart, Elizabeth Gintz, Elizabeth Johnson, Sharon Stai

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<p>Reading Goal 1 Reach 90% proficiency in text analysis and interpretation</p>	*Integrate WASL stem questions.	*Fourth grade team	*Ongoing	*WASL
	*During WASL preparation include literary text comprehension practice from released items.	*Fourth grade team	*January-April 2009	*WASL released items
	*Ongoing instruction on literary elements Integrate elements of literature with writing instruction (narrative and poetry).		*Ongoing	*Periodic formative reading assessments
	*Read aloud fictional text Bi- monthly genre study, mystery, Newberry Book Award, fantasy.		*September-June 2009	*Book projects
	*Provide graphic organizers to supplement analysis and interpretation of literary text.		*February 2009	
	*Teach multiple comprehension strategies.		*Ongoing	
*Novel studies/literature circles			*Throughout the Year	



<p>Reading Goal 2 Reach 90% proficiency in informational text comprehension.</p>	<ul style="list-style-type: none"> *Integrate WASL stem questions. *During WASL preparation include making connections practice from released items. *Read, summarize and present Time for Kids *Ongoing instruction on text features *Integrate reading of informational text in all curricular areas (health, science and social studies). *Read aloud non-fiction text. *Bi- monthly genre study, biography, Asia report *Provide graphic organizers to supplement comprehension of informational text. *Adjust reading calendar. 	<ul style="list-style-type: none"> *Fourth Grade Team *Fourth grade teachers 	<ul style="list-style-type: none"> *Ongoing *January-April 2009 *Ongoing 	<ul style="list-style-type: none"> *WASL *WASL released items *Periodic formative reading assessments * TFK summary and presentations *Houghton Mifflin end of theme assessment *Houghton Mifflin reading comprehension questions *Asia report
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Grade Level Action Plan (Reading)

School: CVES

Grade Level/Team Name: Fifth Grade

Team Members: Linda Anderson, Connie Guinn, Dyame Lemming, Marti Neyland

School Goal: Reading

<i>Team SMART Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<ul style="list-style-type: none"> • Fifth Grade students will improve in informational text comprehension, measured by performance on the WASL, increasing scores from 82.5% to 86% by 2009 • Fifth grade students will improve in literary text comprehension skills, measured by performance on the WASL, increasing scores from 78% to 85% by 2009 • Retest less than 116 WPM on DIBELS using a similar reading fluency assessment • Move fifth grade students who scored less than 116 WPM on the fluency assessments to the next level in oral fluency by spring 	<ul style="list-style-type: none"> • Integration of <i>Time For Kids</i> in weekly reading curriculum • Fifth grade team will utilize common assessments (R.A.I. and monthly TFK assessments) • Reading intervention will be provided on a periodic basis through leveled novel studies. Students will be working with different teachers based on their assessed reading level • Analysis of the R.A.I and T.F.K. formative assessments will drive instruction in novel study groups • Build into reading instruction strategies for improving reading fluency i.e. oral reading practice • Recruit parent support of at risk students in reading fluency by holding a meeting and training 	<ul style="list-style-type: none"> • Entire team 	<ul style="list-style-type: none"> • Assessments will be administered monthly (informational text) • R.A.I. Assessment will be administered every trimester • Parent support in place by second trimester 	<ul style="list-style-type: none"> • Analysis of WASL (see top) • Analysis of R.A.I. • Analysis of Fluency assessments •





School Improvement Goal #3: CVES students will achieve a minimum standard of 80% in each strand of math as measured by the 3rd, 4th, and 5th grade performance on the WASL.

Strategy: Align instructional practices and curriculum/content to the state grade level expectations in reading creating consistent approaches for students K-5.

Rationale: Students will perform at overall higher levels on the WASL

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>
Follow with 100% fidelity math pacing calendar for K-5 Math Curriculum	Work done in grade level teams	<i>Initiated 2006-2007</i> Will Re-Evaluate by June 2008	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • GWM Companions Strand Assessments • Grade Level Formative Assessments
Meet in cross-grade level teams to Pacing Calendar and Report back to District Math Team.	Work done in cross-grade level teams	<i>Initiated 2006-2007</i> Will Re-Evaluate by June 2008	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • GWM Companions Strand Assessments • Grade Level Formative Assessments
Employ Computation Fluency and Problem Solving Model consistently in all grade levels/classrooms.	Work done in grade level teams	<i>Initiated 2006-2007</i> Will Re-Evaluate by June 2008	Building Directed Day Monthly grade level meetings	LIT members will facilitate discussions and report back Grade Level Teams	<ul style="list-style-type: none"> • LIT will report back to staff • Year End WASL Results • GWM Companions Strand Assessments • Grade Level Formative Assessments
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of WASL scores.</p>					
<p>How will you know these interventions are working? Continued Improvement of Math WASL, GWM Companions assessment and Common Formative Assessments at each grade level scores over time. Every three months, grade levels teams will develop a 2-3 month work plan that establishes the scope of work with desired outcomes, and evidence that is specific to the Grade Level Action Plan (see exhibit #1 for sample).</p>					



Grade Level Action Plan - Kindergarten

School: CVES

Grade Level/Team Name: Kindergarten

Team Members: Erin Linscott, Calla Kinghorn, Lisa Griffin, Cara Axe

School Goal:
MATH

<i>Team SMART Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
All students will be able to read numerals 0 – 31.	Teacher models and provides practice activities such as calendar, estimation jar, rocket ship countdown, individual number boards for tracing.	All K Teachers	Fall-Spring	Teacher tracks by observation and one-on-one performance tasks.
All students will increase strategies for counting.	Teacher models strategies such as counting on, counting backwards, skip counting, and estimating.	All K teachers	Fall-Spring	One-on-one Kindergarten performance tasks given each trimester.





Math Grade Level Action Plan – Grade One

School: CVES

Grade Level/Team Name: First Grade

Team Members: Jay Jay Ross, Jan Saxton, Lisa Wells, Michelle Kappen, Doreen McDade, Heather Anderson

School Goal: Math

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
*Understands whole numbers *Understands addition and subtraction 80% or above will be proficient in problem solving.	* Daily modeling * Direct instruction (Growing With Mathematics) *small group skill lesson (focus) * Weekly problem solvers * Lessons in Growing with math curriculum and investigations and problem solving strategies * Teaching problem solving steps *small group skill lesson (focus)	* First Grade Team * First Grade Team	September - June November - June September-June (problem solving)	* Assessments – TBD (with district guidance to meet new math standards) *Daily workbook observations * Growing with math problem solving assessments each unit * Teacher observation of weekly progress of problem solving





Math Grade Level Action Plan – Grade Two

School: CVES

Grade Level/Team Name: Second Grade

Team Members: Martha Thomason, Dawn Turner, Joyce DeLurme, Kellie Smith, Marilee Carter

School Goal: Math

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<p><u>MATH – Probability and Statistics</u> Students will be able to interpret data on graphs with 90 percent accuracy as measured by written work.</p>	<ul style="list-style-type: none"> - Use the GWM CD to generate graph worksheets to improve graphing interpretations. - Use <i>Scholastic News</i> graphs to improve graphing interpretations. - Complete and analyze GWM Data Collection activities for each topic. - GWM expanders - Base 10 blocks - Daily place value practice 	All team members	Oct. 2008 through June 2009	Mid and End of the year GWM assessments
<p>Students will identify place value of numbers to 1000.</p>		All team members	Oct. 2008 through June 2009	<ul style="list-style-type: none"> - GWM assessments - Maintaining concepts and skills workbook pages





Math Grade Level Action Plan – Grade Three

School: CVES

Grade Level/Team Name: Third Grade

Team Members: Seth Deniston, Melanie Culver, LK Henley, Dionne Ellingsen, Julie Daniels

School Goal: Math

<i>Team SMART Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
Students will improve number sense skills and strategies, as measured by the 3rd grade WASL (number sense strand) from 73% passing to a minimum of 80% by 2009	*Research and implement replacement materials for daily number sense activities.	* Math Team	*Fall 2008	*Students will be engaged daily in number sense activities.
Students will improve probability and statistics skills and strategies, as measured by the 3rd grade WASL from 65% to a minimum of 75% by 2009	*Integrate graphing into daily routines (lunch count, reading logs, graph of the week, etc...) *Create and utilize probability games and activities from Marilyn Burns <u>Math by All Means</u>	* 3 rd Grade Team *Math Team	*All Year Long *Winter 2009	*Students will be able to create, analyze and interpret a variety of graphs and charts (bar, picture, tally, line, etc...) *Students will be able to apply reasoning skills to problem solving contexts.





Math Grade Level Action Plan – Grade Four

School: CVES

Grade Level/Team Name: Fourth Grade

Team Members: Danielle Bernardo, Laurie Heinz, Elizabeth Gintz, Elizabeth Johnson, Sharon Stai, Marla Eckhart

<i>Team Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<p>Math Goal 1: Reach 80% proficiency in probability/statistics</p> <p>Math Goal 2: Reach 80% proficiency in number sense.</p>	<ul style="list-style-type: none"> * Infuse appropriate vocabulary into all curricular areas. * Provide tools for additional practice. * During WASL preparation include p/s practice from released items. * Be intentional in using the assessing the lesson in each math lesson. * Following each unit performance task assessment, provide opportunities for students to identify papers meeting standard and make changes to ones that aren't meeting standard. * During WASL preparation include number sense practice from released items. * Teach multiple strategies for problem solving (using algebraic patterns, number sense, making connections, etc.) *Common Language *Integrate strategies with District adopted curriculum (Growing with Math, Investigations) *Develop instructional practice tools to better assess number sense. 	<ul style="list-style-type: none"> * Fourth grade team 	<ul style="list-style-type: none"> * Immediate * Ongoing * January 2009 *Ongoing *January 2009 *Ongoing 	<ul style="list-style-type: none"> * End of unit math assessment * WASL * End of unit math assessments * Weekly lessons * WASL * Problem Solving with rubric





Grade Level Action Plan- Grade 5

School: CVES

Grade Level/Team Name: Fifth Grade

Team Members: Linda Anderson, Connie Guinn, Dyame Lemming, Marti Neyland

School Goal: Math

<i>Team SMART Goal</i>	<i>Strategies and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<ul style="list-style-type: none"> • To improve student math skills in the area of geometric sense, measured by performance on the WASL, increasing scores from 64% to 70% by 2009 • To improve student math skills in the area of number sense and measurement measured by performance on the WASL, increasing scores from 68.8% to 75% by 2008 • To continue to learn and employ curriculum (Envision Math) for fifth grade 	<ul style="list-style-type: none"> • Incorporate math problems into the AM routine of each fifth grade classroom • Continue to use Envision Math which aligns with new state standards • Team will provide opportunities for hands-on teaching/learning during fifth grade Friday rotation • Use released WASL items as test practice • Incorporate <i>mad minutes</i> into all fifth grade classrooms • Use EnVisions assessment disk to create assessment for each topic taught in fifth grade • Pilot online EnVision assessment in computer lab 	<ul style="list-style-type: none"> • 5th grade math team and other fifth grade teachers as needed 	<ul style="list-style-type: none"> • Informal assessments will be administered daily and weekly, formal assessment at the end of each unit 	<ul style="list-style-type: none"> • Will review daily and weekly assessments and will adjust instruction as needed • Analysis of state standardized assessment and create strategies to address weaknesses • Review end of unit assessment and re-teach needed





School Improvement Goal #4: By 2010, 80% of the staff and parent at CVES will understand and effectively implement strategies and system that educate all students in a way where cultural sensitivity and awareness of the various cultures are cultivated in and outside our school.

Strategy: Staff will continue to identify and implement strategies that are culturally responsive.

Rationale: Instructional approaches that are culturally responsive and sensitive will better meet the individual needs of all learners at CVES.

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>
Staff will research the essential elements around cultural responsiveness and sensitivity	Discussion and research done in sub-group of LIT	May 2009 Ongoing/over time	Building Budget Sub release time	CRC – Cultural Responsiveness Committee	Outcomes shared back to LIT Staff EES Survey Parent Survey
Initiate Cultural Responsiveness Committee	Learning Improvement Team Discussions EES Survey Review	February 2009	Sub release time	LIT	Outcomes shared back to LIT Staff EES Survey Parent Survey
Engage staff in discussions around cultural responsiveness/sensitivity	Whole staff meeting	February 2009 and monthly thereafter - ongoing	Monthly Staff Meetings	CRC – Cultural Responsiveness Committee	Outcomes shared back to LIT Staff EES Survey Parent Survey
Procedures for evaluating success in reaching this goal: Analysis of EES Staff Surveys.					
How will you know these interventions are working? EES Staff and Parent Surveys.					

