

SIP Action Plan Outline

(One form for each goal.)

School Name: Broadway Elementary

Date: March 15, 2005

Principal Name: Eileen Utecht

School Improvement Goal: Broadway staff will use best practices for curriculum and instruction which will align with the state EARLs and GLEs to continue to show growth in student learning as measured each year by district and state WASL assessments towards meeting state Adequate Yearly Progress.

Rationale: Students will perform better on district and state tests when teachers use researched best practices in their teaching and when curriculum aligns with state standards, goals and objectives. Students are more successful in their learning when it is tracked form year to year as they move through each grade level.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish the strategy?	Expected Impact: What measurable change will be seen?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?	Evidence of continuous Improvement Process (data, narrative, surveys, self-assessment, instructional practices.)
Read and analyze the state Grade Level Expectations as they become available for reading, math, writing, science and other subject areas as the state GLEs become available.	District Curriculum Department, Grade level teams of teachers, principals, district TOSAs	Fall 04 through June 06: One Wednesday per month during staff meetings time One half day in-service day	Copies of GLEs for Reading, Writing, Math and Science along with others as they become available. District subject area guides and teaching and learning resources. Staff in-service and training in reading writing and math as it becomes available in our area.	Teachers' plans aligned with state GLEs; Growth in student learning in alignment with state WASL test Better more precise instruction with the state EARLs and GLEs	Lesson plans aligned with state GLEs More precise instruction at each grade level based on district curriculum. Principal will monitor teacher lesson plans for alignment with state GLEs and EALRs	Lesson plan book – 4 collections of plans show 100% of staff aligning GLEs w/instruction. Grade/cross grade meetings. Two meetings per month devoted to teacher collaboration for instruction as documented by grade level meeting minutes WASL results: '05 year observation of instruction practices and walk-through. Spring 2004 4 th /5 th grade WASL results will be compared to Spring 2005 4 th /5 th WASL results Rate/Fluency Assessment: 48 4 th graders fluency increased an average of 53% from Nov-Feb 22/55 fourth grade students have achieved OSPI standards for the end of the year (resource & ELD not included)
Teacher Training on and with the GLEs for better understanding	Curriculum Department; District TOSA: Mary Damascas, principal, teachers, grade level and cross grade level teachers in collaboration	Fall 04-in-service days as needed Building staff meeting days for collaboration	Copies of GLEs and district resource and teacher guides	Increase teacher knowledge and understanding of GLEs; Lesson plans aligned with the state GLEs	Increased scores on state WASL, DRA/ARI reading at grade levels, ITBS and other state and district tests Principal will monitor teacher lesson plans for alignment with state GLEs	Grade level team meetings. Cross grade level – two meetings per month devoted to teacher collaboration for instruction as documented by grade level meeting minutes. Lesson plan books – 4 collections of plans show 100% of staff aligning GLEs with instructions.

Develop entry/exit skills for each grade level based on state GLEs	Teachers, specialists, principal, district curriculum department, district TOSAs	GLEs reading, math, writing become available from the state	Time for collaboration; copies of GLEs and district curriculum resources	Resources for teachers to use in lesson planning Better assessment of student achievement based on GLEs	Increase test scores on grade level rubrics for reading, writing and math and other subject areas as the GLEs become available Increase scores on state WASL, DRA/ARI reading, math tests, other district and state tests	Process is being developed at District level; 3 of our staff were involved at this level
Continue implementation of Guided Reading Kindergarten through fifth grade	Teachers, PIP staff, principal District technology department for implementation and availability of PLATO reading program Lit. Facilitator	Spring 04 through June 06	Additional multiple copies of leveled books; teacher resource books for guided reading; continued staff development in guided reading as available; technology; PLATO reading program to assist in increasing student reading skills; grade level team meetings to collaborate and share ideas for using guided reading and PLATO technology programs.	Increase growth in reading scores as measured by the DRA/ARI at all grade levels; teachers implementing guided reading throughout K-5 classrooms with specialist support More consistent and sequential writing programs for students across grade levels from year to year	Students will show growth in reading as measured by yearly DRA/ARI assessments and recorded on Kid Compass 3 times per year at each grade level Reading lesson plans reflecting reading GLEs Increase reading growth as measured each year by DRA/ARI assessment and scored on Kid Compass	Lesson plans and grade level/cross grade meeting minutes indicate that all students are being assessed; most students are showing growth during an academic year based on their DRA/ARI scores; students with special needs are also showing some growth although at a slower rate Plato training; Total staff trained, total student users: 28/ total staff users 17/19 DRA/ARI scores Kid Compass fall assess, winter and spring assess. Administration completed. Bookroom inventory increased # of leveled books. Spring 02 = 170 book titles, Fall 04= 224 book titles (6 to 8 copies per title) Test schedule by district (DRA & ARI) Implementation of reading adoption – k-2 as evidenced in primary cross grade level minutes discussions
Continue implementation of writing instruction using district and building resources	Teachers, PIP staff, principal, curriculum department, TOSAs Lit. Facilitator	Ongoing Spring 04 through June 06	WASL released prompts; technology; Kids appreciation, PLATO, 6 Traits, Four Square, Power Writing, Thinking Maps and other district/building resources	Monitor pre and post writing samples for expository and narrative writing, persuasive	Increased WASL Scores in reading, writing, math and science Increased WASL Scores in writing; increase scores on grade level rubrics for reading and writing and Math	Writing Rubric Chart per classroom Fall/Spring assessment Fall scores results indicate that Spring assessments administered and completed by District testing schedule Homework Club: Attendance of identified students in at an average of 84%
Grade level and cross grade level meetings monthly to share ideas and collaborate	Principal teachers, PIP staff, EA's if available	Spring 04 through June 06; once or twice a month	Time for meeting reading guides and research PLATO reading program state reading EALRs and GLEs Teacher ideas Kid			

			Compass reading ideas & resources. Total: \$5,000 per year for training and materials			
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Procedures for Evaluating Progress Toward Goal:

Data from yearly state and district testing will be analyzed to identify areas of strength and areas needing additional support. DRA/ARI testing at each grade level will be analyzed by grade level teachers and reading specialists 3 times a year and adjustments made in curriculum and instruction for student success. The principal will regularly monitor lesson plans for alignment with state GLEs and EALRs.

Team Members: Jeanne Bailey, Kathy Hudson, Penny Neste, Lilly Atabelo, Marylou Moglia, Linda Schell, Jen Harbour