

Bellingham Public Schools

Strategic Planning Process

School: Columbia Elementary

Date: October 15, 2007

- Annual Update
- Complete Revision

Strategic Plan Area	School Goals for Student Performance
Reading	95.3% of Columbia's third, fourth and fifth grade students (average of) will meet or exceed state standards, as measured by the WASL.
Writing	94.5% of Columbia's fourth graders will meet or exceed state standards, as measured by the WASL.
Math	91.6% of Columbia's third, fourth and fifth grade students (average of) will meet or exceed state standards, as measured by the WASL.
Learning Environment	Student learning will be enhanced by a safe, caring, collaborative and student centered school environment.
Technology	95.3% of Columbia's third, fourth, and fifth grade students (average of) will meet or exceed state standards in reading as measured by the WASL. 94.5%% of Columbia's fourth grade students will meet or exceed state standards in writing as measured by the WASL.

Principal Signature: \_\_\_\_\_

Site Council Chair Signature: \_\_\_\_\_

**Action Plan: READING**

School: Columbia				Date: October 15, 2007			
District Goal for Student Performance (90%) School Goal for Student Performance (95.3%)							
Target Objective: At Columbia School, teachers will develop passionate, confident, independent readers who effectively use experiences and strategies to construct meaning from text as measured by state and district standards, with a 10% decrease in the number of students not yet at standard.							
<b>Strategies (include actions related to curriculum and instruction, professional development and parent involvement)</b>	<b>C/I</b>	<b>PD</b>	<b>PI</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact (include methods of assessment)</b>
Staff will continue to use common understandings and practices for the instruction of reading.	X	X		Staff	Ongoing	Review reading agreements in beginning of school year "Quick Visit" observations	Student achievement results of district and state assessments show progress/growth in reading <ul style="list-style-type: none"> <li>▪ K - 2 DRA</li> <li>▪ 3 - 5 DRP</li> <li>▪ 3 - 5 WASL</li> </ul>
Staff will use written and oral reading responses to assess student progress in comprehension. Assessment and daily responses will include updated WASL Stems and format. Classrooms activities will require <b>critical thinking skills</b> from Bloom's taxonomy <b>and quality written</b> responses.	X	X		Staff	Ongoing	Updated Posters displayed and used "Quick Visit" observations of students' oral responses in grades K-2 Samples of students' written responses with "text back to text" evidence in grades 3 to 5	As above
Staff will teach, model, and reinforce reading strategies of <b>informational text</b> (i.e., math, science, social studies) with an emphasis on <b>interpretation and analysis</b> of the text and other features such as diagrams, graphs, timelines, etc.	X	X		Staff	Ongoing	Increase and organize Leveled Reading Collection (informational text) "Quick Visit" observations	As above
Staff will identify students not yet at standard and use the <b>Reading for Success program to reinforce fluency and comprehension.</b>	X		X	Staff Parent/Community Volunteers	Ongoing	Number of volunteers and students served	As above

Students will have opportunity to participate in a variety of literacy enrichment programs (Books and Breakfast, "Reading for Success" Literacy Program, Sasquatch, WWU Literacy Practicum Program, Principals' Monthly Book Readings, etc.).	X		X	Staff Parent/Community Volunteers	2007-2008	Principal observations	As above
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**Action Plan: WRITING**

District Goal for Student Performance (75.3%):

School Goal for Student Performance (plug in school number according to uniform bar):

Target Objective: At Columbia School, teachers will implement school-wide practices to increase writing scores in content, organization and style as measured by a 10% decrease in students meeting standards as evidence by the WASL (Prompt Analysis) and building writing assessments using the Everett Rubric

Strategies (include actions related to curriculum and instruction, professional development and parent involvement)	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact (include methods of assessment)
Teachers will review (revise if needed) and teach common language for the writing process.	X	X		Staff	Ongoing	Review writing agreements in beginning of school year Consistent language and practices posted and used "Quick Visit" observations Meet with principal to analyze and discuss student progress 3x a year	Student achievement results show an increase in the % of students meeting and exceeding standards of District and State Assessments <ul style="list-style-type: none"> <li>▪ 4<sup>th</sup> WASL</li> <li>▪ 5<sup>th</sup> DWA</li> </ul>
Teachers will provide <b>modeling</b> and regular <b>demonstrations</b> of the writing process focusing on <b>content, organization, style,</b> and <b>presentation</b> (draft and final).	X	X		Staff	Ongoing	"Quick Visit" observations Staff development time (Anita Archer Workshop and peer demonstrations of classroom instruction of writing)	As above
Teachers will provide <b>timely and continuous</b> feedback to students to improve writing skills.	X			Staff	Ongoing	"Quick Visit" observations "Evidence" in draft books/writing folders (notes, rubrics, dates, goals)	As above
Teachers will evaluate and score student writing three times a year using Everett's rubric (which is aligned with the State Grade Level Expectations). <b>Fall, Winter, Spring</b>	X	X		Staff	2007-8	Meet with principal to analyze and discuss student progress 3x a year	As above

**Action Plan: MATH**

District Goal for Student Performance (64.9%)

School Goal for Student Performance (91.6%)

Target Objective: At Columbia, teachers will develop common understandings of the Math GLE's and math resources to provide consistent instructional practices as by measured by state and district standards, with a 10% decrease in the number of students not yet at standard.

Strategies (include actions related to curriculum and instruction, professional development and parent involvement)	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact (include methods of assessment)
Teachers will begin to implement a <b>balanced instructional</b> approach aligned with the State Grade Level Expectations. The components of a math balanced math block would consist of the following. <ol style="list-style-type: none"> <li>1. Computational Skills (Math Review and Mental Math)</li> <li>2. Problem Solving</li> <li>3. Conceptual Understanding</li> <li>4. Mastery of Math Facts</li> <li>5. Formative Assessments</li> </ol>	X	X		Staff		"Quick Visit" observations GLE poster displayed and used as a planning guide Consistent language and practices of problem solving posted and used Use of MathFacts in a Flash Samples of student work assessed with a rubric Meet with principal to analyze and discuss student progress 3x a year	Student achievement results show an increase in the % of students meeting and exceeding standards of District/State Assessments <ul style="list-style-type: none"> <li>• 3 -5 MAP</li> <li>▪ 3 - 5 WASL</li> </ul>
After reviewing and discussing the GLEs for Algebraic Sense, teachers will find the appropriate resources to instruct and assess in this strand for mastery of needed concepts and skills.	X	X		Staff		GLE poster displayed and used as a planning guide Agenda and Notes from Early Release (Follow-up and grade level discussion of concepts and skills taught – what went well, what needs improvement) Student work	As above
Teachers will provide specific instruction in communicating mathematical thinking and understanding through <b>words, numbers or pictures</b> in a <b>clear</b> and <b>organized</b> format in response to story problem.	X			Staff		"Quick Visit" observations Samples of student work assessed with a rubric Meet with principal to analyze and discuss student progress 3x a year	As above

Teachers will evaluate and score a math prompt three times a year using a Teacher to Teacher's story problem prompt and rubric (which are aligned to the State Grade Level Expectations).	X	X		Staff		Samples of student work assessed with a rubric Meet with principal to analyze and discuss student progress 3x a year	As above
Staff will increase communication to parents about mathematics instruction through newsletters, conferences, and presentations.			X	Staff, Principal		Newsletters, presentation agendas and conference schedules	Agendas, Newsletters

**Action Plan: LEARNING ENVIRONMENT**

Target Objective: Students, staff, and parents will create and maintain a safe, respectful, and caring environment that will maximize learning for all children.							
Strategies (include actions related to curriculum and instruction, professional development and parent involvement)	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact (include methods of assessment)
Decrease tardiness by communicating to parents the importance of arriving on time to school.			X	Staff, Principal	2007-09	Letters from staff and principal to parents	Decrease of late arrivals
Teachers will communicate student progress to parents in between report cards with a "Snapshot" folder (progress note and samples of student work – October, March, and May)	X		X	Teachers and parents	2007-8	Student work folders provided in October, March and May	Survey is conducted and data reflects improved communication between parents and school
Teachers and ESS Team will use the Programs, <i>Second Step</i> , <i>Steps to Respect</i> , and <i>Kelso's Choice</i> to teach social skills.	X			Principal and staff	2006-8	Principal observations and # of referral forms	10 % decrease in discipline referrals from 2006-2008
Increase parent engagement in school programs /information			X	Staff, CPA, Site Council, Parents, Principal	2007-8	Encourage parents to sign up for district newsletter Use distribution list for E-Blast News Site Council Parent attending CPA meetings on an ongoing- basis School and CPA joint Monthly Newsletter Parent/Student Nights (Back to School Night, Science Fair and Open House –"My Best")	Number of Parents signed up for district news  Reports to CPA from Site Council Member  CPA feedback on Parent/Student Nights

**Action Plan: TECHNOLOGY\***

School: Columbia				Date: June 15, 2007		Level: K-5		
School Goal for Student Performance: 95.3% of Columbia's third, fourth, and fifth grade students (average of) will meet or exceed state standards in reading as measured by the WASL. 94.5%% of Columbia's fourth grade students will meet or exceed state standards in writing as measured by the WASL.								
Target Objective: Reading and Writing skills are an important aspect of the social studies classroom based assessments (CBA's). Over the next 3 years, we will work towards developing CBA's for each of our intermediate grades that will integrate the technology skills students will need to develop to complete the CBA's. Our goal is to have at least 80% of our intermediate students passing these classrooms based assessments at the end of this 3-year period.								
Rationale: Technology is most influential when integrated with curriculum and assessment. In a review of studies, (CEO Forum, 2001), concluded, "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives."(Bain and Ross, 1999; Bain and Smith, 2000)								
<b>Strategies (include actions related to curriculum and instruction, professional development and parent involvement)</b>	<b>C/I</b>	<b>PD</b>	<b>PI</b>	<b>Who</b>	<b>When</b>	<b>Hardware (HW), Software (SW), and Tech Support (TS) Needs</b>	<b>Funding Strategies for HW, SW, TS, and PD</b>	<b>Evidence of Impact (include methods of assessment)</b>
Integrate the use of technology into the CBA social studies research project (meet with 5 <sup>th</sup> grade teacher(s) to create a project that works within their social studies curriculum)	X	X		LMS & 5 <sup>th</sup> grade teacher(s)	2007 2008 2009 2010	<b>HW needs:</b> 2 video cameras to use in teaching presentation skills. <b>TS needs:</b> LMS will collaborate and provide support in the use of building technology	Professional development will be supported through the Instructional Technology Dept. and BBI funding. Hardware will be supported with District tech levy dollars.	Scores from CBA Teacher observation
Students will enhance their published work and presentations through the use of digital and video images.	X	X	X	LMS & Teachers	2007 2008	<b>HW needs:</b> Set of 5 digital cameras for student use <b>TS needs:</b> LMS will provide initial training to teachers and students, and follow up with collaboration time with teachers to fully implement in classroom curriculum.	CPA (Columbia Parent Association) donated funds will be used to purchase the cameras Professional development will be supported through the Instructional Technology Dept.	Observation and record completion for each student. Teacher observation

Students will learn to publish research projects for social studies, publish student work for language arts, and graph data for math and science.	X	X	X	LMS & Teachers	Ongoing	<b>TS needs:</b> LMS will continue to provide support for teachers, as well as offer learning opportunities for students during release time classes.	Professional development will be supported through the Instructional Technology Dept. Software and hardware is supported through the District Tech levy	Teacher observation
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SIP Team Leader Completing This Form

**Lisa Christensen**

Completion Date: October 15, 2007

Other SIP Team Participants

**Missy Ferguson, Ann Reed**