

Bellingham Public Schools

Strategic Planning Process

School: Roosevelt

Date: October 2007

- Annual Update
- Complete Revision

| Strategic Plan Area | School Goals for Student Performance |
|----------------------|--|
| Reading | By the year 2007, 77% of Roosevelt students will comprehend informational text at or above grade level standards, as measured by the WASL and district assessments. |
| Writing | By the year 2007, 73% of Roosevelt students will achieve at or above grade level standards in writing organization, as measured by the WASL, building, and district assessments. |
| Math | By the year 2007, 65% of Roosevelt students will achieve at or above grade level standards in communicating understanding of math, as measured by the WASL and district assessments. |
| Learning Environment | All Roosevelt students will make personal growth towards becoming responsible citizens by participating in activities that foster a positive school/home/community relationship, as measured by data from discipline referrals and student/parent surveys. |
| Technology | Teachers will develop students who use technology for research, problem solving and writing, as measured by district assessments. |

Principal Signature: _____

Site Council Chair Signature: _____

Action Plan: READING

| School: Roosevelt | | | | | Date: October 2006 | | |
|---|-----|----|----|--|--------------------|---|---------------------------------|
| District Goal for Student Performance: By the year 2007, 76.1% of Roosevelt students will meet standard in reading as measured on the WASL. | | | | | | | |
| School Goal for Student Performance: By the year 2007, 77% of Roosevelt students will meet standard in reading as measured on the WASL. | | | | | | | |
| Target Objective: By the year 2007, 77% of Roosevelt students will comprehend informational text at or above grade level standards as measured by the WASL and district assessments. | | | | | | | |
| Strategies | C/I | PD | PI | Who | When | Evidence of Implementation | Evidence of Impact |
| Staff will utilize the Seven Essential Strategies for Powerful Teaching and Learning to provide specific, focused instruction based upon new understandings for comprehending informational text. Staff will focus on the strategy of identifying and articulating clear learning objectives. | X | | | Teachers, lead teachers | 2007-2008 | Teacher surveys | WASL, DRA, DRP |
| Staff will utilize Accelerated Achievement Conferences to regularly assess students not at standard and to plan next instructional steps for these students. | X | X | | Teachers, Title I teachers | 2007-2008 | Teacher Surveys | WASL, DRA, DRP |
| Staff will use OSPI grade level expectations in reading to align instruction and classroom assessment and practice. | | X | | Teachers | 2007-2008 | Teacher Surveys | WASL, DRA, DRP |
| Staff will work 1-1 with 3 teacher coaches to develop understandings in literacy. | | X | | Teachers | 2007-2008 | List of teachers and coaches | WASL, DRA, DRP, teacher surveys |
| Staff will train 3 new instructional coaches to begin in 2008-2009. | | X | | Teachers, District learning facilitators | 2007-2008 | List of new coaches, attendance rosters of training | WASL, DRA, DRP, teacher surveys |
| Staff will analyze, evaluate, and revise the Title I School-wide delivery model based on student need. | | X | | Teachers | 2007-2008 | Teacher surveys | WASL, DRA, DRP |
| Staff will train and utilize parent and community volunteers to deliver the "Back on Track" fluency/comprehension program to all students not yet at standard in reading in grades 1-3. | X | X | X | Nan Thomas, teachers, parents | 2007-2008 | List of volunteers, number of students served | WASL, DRA, DRP, fluency scores |
| Staff will participate in a comprehension and fluency book study. | | X | | Title I teachers | 2007-2008 | Number of staff in study | WASL, DRA, DRP, fluency scores |
| Staff will review materials annually in the reading resource room to ensure that students have books to teach reading skills in a variety of genres at all levels. | X | | | Teachers | 2004-2005 | Inventory of resource library that identifies grade level, genre, and level | WASL, DRA, DRP |
| Staff will meet with the parents of all students not yet at standard in reading to develop student learning plans. | | | X | Teachers, parents | 2004-2005 | Signed contracts for each student not at standard | WASL, DRA, DRP |
| Staff will develop and deliver a training program for parents that will enable them to help their children with reading at home. (Mother Read/Father Read) | | | X | Teachers | 2003-2004 | Number trained | WASL, DRA, DRP |
| Staff will continue to provide Reading Recovery services for first grade students. | X | | | Title I staff | 2002-2003 | List of students served | WASL, DRA |

Action Plan: WRITING

District Goal for Student Performance: By the year 2007, 72.9% of Roosevelt students will meet standard in writing as measured on the WASL.

School Goal for Student Performance: By the year 2007, 73% of Roosevelt students will meet standard in writing as measured on the WASL.

Target Objective: By the year 2007, 73% of Roosevelt students will achieve at or above grade level standards in writing organization, as measured by the WASL and district assessments.

| Strategies | C/I | PD | PI | Who | When | Evidence of Implementation | Evidence of Impact |
|---|-----|----|----|---------------------|-----------|------------------------------|---|
| Staff will utilize the Seven Essential Strategies for Powerful Teaching and Learning to provide specific, focused instruction based upon new understandings for organizing writing. Staff will focus on the strategy of identifying and articulating clear learning objectives. | X | X | | Teachers | 2007-2008 | Teacher Surveys | Draft books, WASL, district writing assessments |
| Staff will utilize the Bellingham School District writing assessments and rubrics to score student work and to determine next steps for effectively teaching writing to our students. | X | X | | Teachers | 2007-2008 | Student writing samples | Draft books, WASL, district writing assessments |
| Staff will administer and assess school-wide writing assessments by grade level teams throughout the year. | X | X | | Teachers | 2007-2008 | Student writing samples | Draft books, WASL, district writing assessments |
| Staff will provide specific focused instruction on organization through writing demonstrations. | X | | | Teachers | 2002-2003 | Teacher surveys | Draft books, WASL, district writing assessments |
| Staff will focus on the writing process and develop common understandings by using whole group, small group and one-to-one coaching. | | X | | Teachers, principal | 2002-2003 | List of teachers and coaches | Draft books, WASL, district writing assessments |

Action Plan: MATH

| District Goal for Student Performance: By the year 2007, 64.9% of Roosevelt students will meet standard in math as measured on the WASL. | | | | | | | |
|---|-----|----|----|-------------------------------|-----------|---|-----------------------------|
| School Goal for Student Performance: By the year 2007, 65% of Roosevelt students will meet standard in math as measured on the WASL. | | | | | | | |
| Target Objective: By the year 2007, 65% of Roosevelt students will achieve at or above grade level standards in communicating understanding of math, as measured by the WASL and district assessments. | | | | | | | |
| Strategies | C/I | PD | PI | Who | When | Evidence of Implementation | Evidence of Impact |
| Staff will utilize the Seven Essential Strategies for Powerful Teaching and Learning to provide specific, focused instruction based upon new understandings for communicating mathematically. Staff will focus on the strategy of identifying and articulating clear learning objectives. | X | | | Teachers | 2007-2008 | Teacher surveys, principal observations | WASL, classroom assessments |
| Staff will align instruction in mathematics with the new Bellingham School District scope and sequence. | X | X | | Teachers | 2007-2008 | Teacher surveys, principal observations | WASL, classroom assessments |
| Staff will work in grade level teams to analyze authentic student performance assessments to determine next steps for effectively teaching mathematics to our students. | X | X | | Teachers | 2007-2008 | Teacher surveys, principal observations | WASL, classroom assessments |
| Staff will work with a Bellingham School District math coach to align instruction with the state grade level expectations in mathematics. | X | X | | Teachers, district math coach | 2007-2008 | Teacher surveys, principal observations | WASL, classroom assessments |
| Staff will utilize the Extended Day Program to assist students needing a boost in their math skills. | X | | | Extended Day teachers | 2007-2008 | Number of students in program | WASL, classroom assessments |
| Staff will communicate new math standards to parents through newsletters, a family math night, etc. | | | X | Teachers | 2006-2007 | Newsletters, family math night | WASL, classroom assessments |
| Staff will use OSPI grade level expectations in mathematics to align instruction and classroom assessment and practice. | | X | | Teachers | 2005-2006 | Teacher Surveys | WASL, DRA, DRP |
| Staff will assess students' communication of mathematical thinking and number sense on a regular basis in order to plan for instruction. | X | | | Teachers | 2005-2006 | Teacher surveys, principal observations | WASL, classroom assessments |
| Staff will utilize number talks to develop student understanding in number sense. | X | | | Teachers | 2005-2006 | Teacher surveys, principal observations | WASL, classroom assessments |

Action Plan: LEARNING ENVIRONMENT

| District Goal for Student Performance: | | | | | | | |
|---|------------|-----------|-----------|--------------------------------------|-------------|--|---|
| School Goal for Student Performance: | | | | | | | |
| Target Objective: All Roosevelt students will make personal growth toward becoming responsible citizens by participating in activities that foster a positive school/home/community relationship, as measured by data from discipline referrals. | | | | | | | |
| Strategies | C/I | PD | PI | Who | When | Evidence of Implementation | Evidence of Impact) |
| Staff will assess students in the risk and protective factors of behavior, commitment to school, academics, and outside risk factors. | X | | | Student Support Team | 2007-2008 | Student assessments | Increase in protective factors |
| The Student Support Team will develop individual plans for students needing support. | X | | | Student Support Team | 2007-2008 | Student support plans | Increase in protective factors |
| Staff will revise and implement the school-wide discipline policy | | X | | Teachers | 2006-2007 | Revisions in a completed school-wide plan | Decrease in discipline referrals |
| Staff will provide parenting classes to develop specific skills. | | | X | Teachers, Title I parent coordinator | 2006-2007 | Classes provided | Decrease in discipline referrals for these families |
| Staff will monitor student attendance carefully and meet with parents of students with poor attendance. | | | X | Teachers, principal | 2004-2005 | Record of parent meetings | Decrease in absentee rate |
| Staff will develop and implement a parent compact to help parents assist their children in developing specific skills. | | | X | Teachers, parents | 2003-2004 | Contract developed and implemented | Decrease in discipline referrals |
| Staff will develop a staff covenant in order to improve the building climate. | | X | | Teachers | 2002-2003 | Staff covenant developed and signed by all staff members | Staff climate surveys |