

Bellingham Public Schools

Strategic Planning Process

School: Silver Beach Elementary School

Date: November 2007

Annual Update

Strategic Plan Area	School Goals for Student Performance
<p>Reading</p>	<p>By June 2008, 96% (95.6%) of Silver Beach’s fourth grade students will meet or exceed grade level standards in Reading as measured by the spring 2008 WASL.</p> <p>The 97.0 % goal reflects a 10% reduction [$(100\% - 95.1\% = 4.9) \times .10\% = 0.49$] or 0.5% increase toward AYP for 2008 in the percent of students (fourth grade) not at standard as demonstrated by the 2007 WASL results when 95.1% of our students met or exceeded standard. [2007 goal = 96.6%]</p> <p>91.7 % = Silver Beach Average % Met Standard for Grades 3 – 5, 2006-2007 Data 76.1 % = State Stair-step 92.5 % = Safe Harbor Difference = +4.5 %</p>
<p>Writing</p>	<p>By June 2008, 82.3 % of Silver Beach’s fourth grade students will meet or exceed grade level standards in Writing as measured by the spring 2008 WASL.</p> <p>The 82.3 % goal reflects a 10% reduction [$(100\% - 80.3\% = 19.7) \times .10\% = 1.97$] or 2.0 % increase toward AYP for 2008 in the percent of students (fourth grade) not at standard as demonstrated by the 2007 WASL results when 80.3 % of our students met or exceeded standard. [2007 goal = 79.1 %]</p> <p>82.3 % = Silver Beach % Met Standard for Grade 4, 2006-2007 Data 75.3 % = District Uniform Bar 82.3 % = Safe Harbor Difference = 0.0 %</p>
<p>Math</p>	<p>By June 2008, 82.3 % of Silver Beach’s fourth grade students will meet or exceed grade level standards in Mathematics as measured by the spring 2008 WASL.</p> <p>The 82.3 % goal reflects a 10% reduction [$100\% - 80.3\% = 19.7$] $\times .10\% = 1.97$] or 2.0 % increase toward AYP for 2008 in the percent of students (fourth grade) not at standard as demonstrated by the 2007 WASL results when 80.3 % of our students met or exceeded standard. [2007 goal = 79.7 %]</p> <p>82.3 % = Silver Beach Average % Met Standard for Grades 3 – 5, 2006-2007 Data 64.9 % = State Stair-step 84.1 % = Safe Harbor Difference = -1.8 %</p>

Learning Environment	All students will learn skills, acquire knowledge, and develop attitudes, which will allow them to be responsible and contributing adults.
Technology	All students will access and use technology to meet or exceed district goals in writing and in research, problem solving and decision-making.

Principal Signature: _____

Site Council Chair Signature: _____

Action Plan: READING

School: Silver Beach	Date: November 2007
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District Reading Goal
90% of all district students will meet or exceed grade level standards as measured by performance on district and state assessments.

School Goal for Student Performance:
By June 2008, 96% (95.6%) of Silver Beach’s fourth grade students will meet or exceed grade level standards in Reading as measured by the spring 2008 WASL.

Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Teachers will provide varying levels of support with reading comprehension and strategies to address needs and strengths as determined by analysis of student approximations.	X	X		Leadership Committee, All Staff, Grade Level, Building Coaches	2007-2008	Scheduled professional development, teacher planning, flexible groupings	Improved reading performance as evidenced by assessment
Teachers will use a variety of assessment tools to evaluate reading comprehension and strategies. Staff will follow the District assessment schedule by administering Running Reading Records of students below standard every three weeks for primary and every six weeks for intermediate students.	X	X		Leadership Committee, All Staff, Grade Level, Building Coaches	2007-2008	Scheduled professional development, teacher planning Informed teaching decisions based on Running Reading Records	Improved reading performance as evidenced by assessment: progress on running reading record
Back On Track Reading: A school volunteer and at-home parent program to boost fluency and comprehension for all reading levels, as well as specifically targeting those not at standard at grade four as determined by the Spring 2007 District Reading Assessments.	X		X	Classroom Teachers, Parent Volunteers, S.Q.H.S. student Volunteers	2007-2008	Volunteer schedule, one-to-one reading in action, Individual reading data	Individual student reading data demonstrates increase and strength of student approximations, and evidenced by assessment

Action Plan: WRITING

District Writing Goal**
68.5 % of all fourth grade students will meet or exceed grade level standards as measured by performance on district and state assessments.

School Goal for Student Performance:
By June 2008, 82.3 % of Silver Beach's fourth grade students will meet or exceed grade level standards in Writing as measured by the spring 2008 WASL.

Target Objective: To increase the percentage of students meeting or exceeding standard in writing as measured by the WASL. All students will show improvement in ideas and content, organization, sentence fluency and conventions as measured by twice-yearly school-wide writing prompt, grade 3 District Writing Assessment, and the WASL assessment.

Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Teachers will collaborate to analyze and evaluate school-wide student writing with a focus on ideas and content, organization, sentence fluency and conventions.	X	X		Leadership committee Staff, Grade Level Teams	2006-2007	Principal observation Scheduled professional development opportunities Grade Level learning minutes and one-to-one coaching notes	District writing assessment, WASL, and school-wide writing prompts
Teachers will plan and implement effective instructional strategies based on the analysis and evaluation of student writing and alignment with District Literacy Guide.	X	X		Leadership committee Staff, Grade Level Teams	2006-2007	Principal observation Scheduled professional development opportunities Grade Level learning minutes and one-to-one coaching notes	Student scores on 3 rd grade District writing assessment, WASL, and school-wide writing prompts

Action Plan: MATH

District Math Goal **

68.8 % of all fourth grade students will meet or exceed standards as measured by the WASL.

School Goal for Student Performance:

By **June 2008**, **82.3 %** of Silver Beach’s fourth grade students will meet or exceed grade level standards in **Mathematics** as measured by the **spring 2008 WASL**.

Target Objective Note:

- A continued positive increase in the difference between Silver Beach Elementary School students meeting and/or exceeding standard to that of the state’s favorable population in all strand categories
- All students will show improvement in Number and number theory, Numeration, Conceptual understanding of operations, Computation, and Estimation.
- Our students will communicate their thinking in Mathematics through computation, articulation, and demonstration of their understanding in daily work, formative assessment, summative assessment, and on the 2008 WASL Assessment.

Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
<p>Monthly whole-group and Small-group/grade level collaborative inquiry focused upon increasing student’s mathematical understanding in all math strands</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> * Deepened understanding of the GLEs and their alignment with grade level content and instruction * Determine current strengths, gaps, and needs in content and instruction * Differentiated instruction to address the strengths and needs presented in the analysis of student work and assessment data * Strengthen collegiality through collaboration as a learning community 	X	X		All instructional staff Grade Level & cross grade level teams	2007-2008 -Monthly half-day collabora-tion -Early Release Professional Develop-ment -Learning Meetings -District grade-level math meetings	-Grade Level Action Plans -Book study group: Five - Easy Steps to a Balanced Math Program -Collaborative Coaching Model	Increase in student performance in Mathematics as demonstrated by WASL scores
Teachers will define a ‘Balanced Math Program’ and explore restructuring the daily math block to address the critical components as we strive for consistency and rigor in our mathematics instruction	X	X		All instructional staff	2007-2008	Evidence of a ‘Balanced Math Program’ within individual classrooms as noted by: Weekly planning notes, Posted schedules, Student work, and grade-level collaborative action plans	Student response and written work in mathematics, WASL scores, and school-wide prompt

Instructional staff will administer school-wide math prompt , calibrate scoring together, and determine needs and strengths to guide instruction	X	X		All instructional staff	Mid-Fall and Mid-Spring (2007-2008)	Student responses, record of strengths and needs, and summary in data-story	Student response and written work in mathematics, WASL scores, and school-wide prompt
Instructional staff will apply PTL strategies in addressing the needs of all students at Silver Beach	X	X	X	All instructional staff	2007-2008	Student responses, record of strengths and needs, and summary in data-story	Student response and written work in mathematics, WASL scores, and school-wide prompt

Action Plan: LEARNING ENVIRONMENT**School Goal for Student Performance:****All students will learn skills, acquire knowledge, and develop attitudes, which will allow them to be responsible and contributing adults.****Target Objective:** At Silver Beach, through a learning environment that promotes individualized support programs and instruction for all students, students will work to meet their potential.

Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Professional development will include whole group, small group collaborative coaching, and one-to-one collaboration in order to strengthen instructional practices that reflect the "Conditions for Learning" and explore Powerful Teaching and Learning strategies.	X	X		Leadership Committee, Instructional Staff	2007-2008	Scheduled professional development, building Data story	Observation of students and analysis of student work: student record of progress evidences student learning
School-wide screening for At Risk Factors to determine students at risk				Student Support Team and Teaching staff	2007-2008	Screening data, Documentation grid, Student scores, At risk students identified	Assistance and improvement in student performance/need in area of focus
Grade level teams, principal, and specialists will meet as needed to discuss progress of students who are not meeting standards.	X			Staff, Principal, Student Support Team, Specialists	2007-2008	Noted by: Quarterly Evaluation of Students Not Yet at Standard, SST documentation, Intervention documented, and Student Success Plans	Student performance in area of focus
Back On Track Reading: A school volunteer and at-home parent program to boost fluency and comprehension for all reading levels, as well as particular emphasis upon students N.Y.A.S. at grade four as determined by Spring 2007 District Reading Assessment	X		X	Classroom Teachers, Parent Volunteers, S.Q.H.S. students	2007-2008	Volunteer schedule, one-to-one reading in action, Individual reading data/folders	Individual student reading data demonstrates increase and strength of student approximations, and evidenced by assessment

Silver Beach Elementary School Technology and Learning Implementation Plan – 2005-07

SILVER BEACH ELEMENTARY SCHOOL Bellingham Public Schools **Grades: K-5**

School Goal for Student Performance:
All students will access and use technology to meet or exceed district goals in writing and in research, problem solving and decision-making.

Technology and Learning Strategy:

- Teachers will enhance student access to computers as the school district increases the computer/student ratio.
- Teachers will ensure that students are able to use the computer throughout the **all aspects of literacy and math.**
- Teachers will ensure that students will utilize technology as a tool for research, problem solving and decision-making.

Rationale (Research): Researchers investigating the impact of the program found that when teachers are learning to integrate technology into their classrooms, the most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on, active learning. In essence, the principles for creating successful learning environments for children apply to teachers as well (Sandholtz et al., 1997; Sandholtz, 2001).

School Year	Activity	Person(s) Responsible	Hardware, Software, & Tech Support Needs	Professional Development Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
	<i>What actions will occur? What steps will staff take to achieve this goal?</i>	<i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i>	<i>What HW, SW and TS is needed to reach this goal?</i>	<i>What professional development does the staff need in order to take the steps to achieve this goal?</i>	<i>What is the cost of the additional HW, SW, TS and PD needed to reach this goal? What are the possible funding sources?</i>	<i>How will you evaluate the implementation of this strategy? What tool(s) will you use?</i>
<i>*Starred activities will occur in succeeding years of the plan</i>						
Year 2: 2005-2006	Model the use of technology for research, problem solving and decision-making using programs such as Inspiration, World Book and the internet.	--Teachers --Tech. Committee	Updated software	Staff development time will be given to allow teachers to develop lessons to integrate tech into all curricular areas.	District, building or parent organization monies, 1728, , Grants	Observations, lesson plans,
	Use additional district online research projects to support research, problem solving and decision making skill development. Grades 3-5 will complete at least one of the online projects each year.	--Grade Level Teams --Tech. Committee	District support in development of these projects.	Teachers will receive further training in the use of online research projects.	District, building or parent organization monies, 1728, , Grants	Observations, lesson plans, Staff and student utilization of online research projects Data collected and reviewed. Analyzed performance assessment shared with staff
	Utilize video conferencing tools to produce and view video content.	Tech Committee, Staff	--Video conferencing equipment at our school or shared with another school. --Web cam for broadcasting	Training for teachers in the use of this technology	District, building or parent organization monies, 1728, , Grants	Video Conferencing Equipment

	Explore use of video production, as a tool for presentations, to produce content for our school, district and outside of the district (distance learning) by students and staff to enhance literacy.	Tech Team	--Powerful, capable computer with plenty of ram and hard drive space. --Digital movie camera	Staff development in the use of these technologies plus collaboration time to create content.	District monies, building monies, funds from our parent organization	Review of lesson plans, classroom observation by principal, review of student work.
	Schedule and plan for students to use computers for a variety of learning opportunities throughout literacy and content areas including math and writing process.	Teachers, LMS	To be determined	Teachers will receive further training, during the school day, in the use of current programs for literacy, writing and math.	.Building and district monies. Parent organization grants.	Observations, lesson plans, student utilization of programs
	Analyze computer placement for equitable and appropriate student access. (Is the 4:1 placement working?) Monitor flexible scheduling of the computer lab	--Tech. Committee, All Staff --LMS & Principal, Tech Team	To be determined	Principal will <i>monitor</i> access and the use of technology during formal and informal observations.	Addition of more computers in classrooms, especially grades 1 and 2. Building and district monies. Parent organization grants.	Maps of computer placement Written schedule.
	Review current grade level uses of technology in relation to the District Technology Standards.	All Staff	HW, SW and TS in place	Staff development time to review uses.	School In-service or regularly scheduled early release.	Tech Standards Document
	Teachers will use online resources such as the internet and Investigations to promote Number Sense in Mathematics.	All Teachers LMS		Staff review in use of online resources.	School In-service or regularly scheduled early release.	Tech Standards Document
	Teachers will utilize technology to assist in monitoring, recording, analyzing and reporting student progress.	All Staff	Access to Zangle, IEP online, and Gradebook	Staff development to demonstrate use of these tools.	School In-service or regularly scheduled early release	

Year 3: 2006-2007	Further integrate the processes of researching, problem solving and decision making with grade level content.	Teachers Grade Level Teams Tech. Committee	--Videos, cd's, DVDs related to content areas --DVD Players	Teachers will receive support in implementing research processes in their instructional practices.	District, building or parent organization monies, I728, Grants	--Lesson plans and Lab Schedule --Technology <i>self</i> -assessment --Teachers will use rubrics to assess student use of research, problem solving and decision-making.
	Laptops, Interactive whiteboards and electronic tablets will be utilized by staff for instruction, running reading records, other assessments etc	District, Building Tech Team	--Laptops or Electronic Tablets for staff. --Tech Support to install on teacher computers. Interactive Whiteboards	Staff development to demonstrate use of this tool.	District, building or parent organization monies, I728, Grants	--Laptops --Database for Record Keeping

SIP Team Leader Completing This Form **Dar New** Completion Date **November, 2005**

Other SIP Team Participants **Greg Holmgren, Principal; Gretchen Offutt, Fifth Grade Teacher; Barb Rutherford, Fourth Grade Teacher; Angela Hayes, Fourth Grade Teacher; Hugh Allan, First Grade Teacher, Tara Osborn, Fifth Grade Teacher**