

Bellingham Public Schools

Strategic Planning Process

School: Columbia Elementary

Date: October 15, 2006

- Annual Update
- Complete Revision

Strategic Plan Area	School Goals for Student Performance
Reading	93.6 % of Columbia's fourth grade students will meet or exceed state standards, as measured by the WASL.
Writing	71.1% of Columbia's fourth graders will meet or exceed state standards, as measured by the WASL.
Math	77.5 % of Columbia's fourth graders 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.

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

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

**Action Plan: READING**

School: <b>Columbia</b>				Date: October 15, 2006			
<b>District Goal for Student Performance:</b> 90%							
<b>School Goal for Student Performance:</b> 93.6%							
<b>Target Objective:</b> 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</b>	<b>CI</b>	<b>PD</b>	<b>RI</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</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>
Teachers will continue to model and teach written/oral response to text with specific evidence for comprehension (text back to text) using STEM questioning.	X	X		Staff	Ongoing	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	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 model, teach, and reinforce reading strategies of informational text with an emphasize on interpreting and analyzing diagrams, graphs, timelines etc.	X	X		Staff	2006-8	Increase Leveled Reading Collection (nonfiction) "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 train and utilize parent and community volunteers to deliver "Back on Track" fluency/ comprehension program to struggling readers in grades 1-5.	X	X	X	Staff Parent/ Community Volunteers	2006-7	Staff training by Nan Thomas List of volunteers and number of students served Principal 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>
Teachers will regularly assess progress of student reading.	X			Staff	Ongoing	Current assessment samples (i.e., running reading record, DRA, DRP, written responses with "text back to text" evidence, fluency timing) Meet with Support Team to discuss student progress 2 x a year	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>

Students will have opportunity to participate in a variety of literacy enrichment programs (Books and Breakfast, "Back on Track" Literacy Program, Sasquatch, WWU Literacy Practicum Program, Principals' Monthly Book Readings, etc.).	X		X	Staff Parent Volunteers	2006-7	Principal 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>
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### Action Plan: WRITING

**District Goal for Student Performance:** 72.9%

**School Goal for Student Performance:** 71.1%

**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	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Staff will review and teach common language for the writing process.	X	X		Staff	Ongoing	Review reading agreements in beginning of school year Consistent language and practices posted and used "Quick Visit" observations Data collected (writing process checklist, student response to writing questionnaire)	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</b> , organization and <b>style</b> .	X	X		Staff	Ongoing	"Quick Visit" observations Data collected (writing process checklist, student response to writing questionnaire) Staff development time (peer demonstrations of the writing process)	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 timely feedback to students to improve writing skills.	X			Staff	Ongoing	"Quick Visit" observations "Evidence" in draft books/writing folders (notes, rubrics, dates, goals)	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> Grade WASL</li> <li>▪ 5<sup>th</sup> Grade DWA</li> </ul>
Teachers will score student writing three times a year using Everett's rubric.	X			Staff	2006-7	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>

**Action Plan: MATH****District Goal for Student Performance:** 47.3%**School Goal for Student Performance:** 77.5%**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	CI	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Teachers will use the Math Grade Level Expectations for planning and choose appropriate resources to support student learning in each of the content strands.	X	X		Staff	Ongoing	Small Group Agendas and Notes Book Study – Van De Walle “Student Centered Math” “Quick Visit” observations GLE poster displayed and used as a planning guide	Student achievement results show an increase in the % of students meeting and exceeding standards of State Assessments <ul style="list-style-type: none"> <li>3 - 5 WASL</li> </ul>
Staff will refine and use school-wide story problem solving steps and strategies.	X	X		Staff	2006-8	Consistent language and practices posted and used Samples of student work “Quick Visit” observations	Student achievement results show an increase in the % of students meeting and exceeding standards of State Assessments <ul style="list-style-type: none"> <li>3 - 5 WASL</li> </ul>
Teachers will provide regular demonstrations for communicating mathematical thinking using words, numbers or pictures in response to a story problem.	X			Staff	2006-8	“Quick Visit” observations Samples of student work	Student achievement results show an increase in the % of students meeting and exceeding standards of State Assessments <ul style="list-style-type: none"> <li>3 - 5 WASL</li> </ul>
Create and use rubrics to assess student's mathematical thinking/ communication in response to a story problem.	X	X		Staff	2006-8	Primary/Intermediate school-wide rubrics 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 State Assessments <ul style="list-style-type: none"> <li>3 - 5 WASL</li> </ul>
Share school-wide problem solving agreements with parents.			X	Principal	2006-7	Newsletters	
Columbia will host an Informational Math Night for Parents and Teachers (Understanding Conceptual Math and How to Assist Your Children) Teachers and students will facilitate “Family Math Night” designed to develop parents' understanding of mathematics.	X	X	X	Principal	2006-7	Attendance count of the event CPA/Site Council parent response	

**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	S	P	E	Who	When	Evidence of Implementation	Evidence of Impact
Support Teams will identify at-risk students and determine interventions.	X	X	X	Principal and staff	2006-7	Intervention meetings with ESS team and teachers (October and March)	Academic progress as measured by DRA/DRP reading scores
Teachers will communicate student progress to parents in between report cards with a "Snapshot" envelope (progress note and samples of student work) in October, February, and May.	X		X	Teachers and parents	2006-7	Student work folders sent home in October, February, 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> and <i>Steps to Respect</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