

Bellingham Public Schools

Strategic Planning Process

School: Carl Cozier

Date: October 15, 2006

- Annual Update
- Complete Revision

Strategic Plan Area	School Goals for Student Performance
Reading	At Carl Cozier, teachers will develop readers who use a variety of skills and strategies to make meaning of a variety of text (Literary and Non-fictional), as evidenced by 95% of Carl Cozier students meeting or exceeding standard using district and state reading assessments.
Writing	At Carl Cozier, teachers will develop writers who write with purpose using a variety of text forms and features, as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state writing assessments.
Math	At Carl Cozier, teachers will develop mathematicians who demonstrate the ability to problem solve through the analysis and interpretation of data using a variety of text forms and features inherent to various forms of graphic representation as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state math assessments.
Learning Environment	At Carl Cozier, teachers will develop students who demonstrate responsibility for developing and maintaining a caring community that supports their own learning and the learning of others.

Principal Signature: _____

Site Council Chair Signature: _____

Action Plan: READING

School: Carl Cozier				Date: October 15, 2006			
District Goal for Student Performance (90.3% Safe Harbor): At Carl Cozier, teachers will develop readers who use a variety of skills and strategies to make meaning of a variety of text, as evidenced by 95% of Carl Cozier students meeting or exceeding standard using district and state reading assessments.							
School Goal for Student Performance (90.3% Safe Harbor): At Carl Cozier, teachers will develop readers who use a variety of skills and strategies to make meaning of a variety of text, as evidenced by 95% of Carl Cozier students meeting or exceeding standard using district and state reading assessments.							
Target Objective: At Carl Cozier, students will use a variety of skills and strategies to make meaning of a variety of text, as evidenced by 95% of Carl Cozier students meeting or exceeding standard using district and state reading assessments.							
Strategies	CI	PD	PL	Who	When	Evidence of Implementation	Evidence of Impact
Staff will teach to clear objectives focused on improving the learner's skills and strategies when faced with challenges inherent in a variety of Literary and Non-Fictional text.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	School-wide set of Agreements Quick Visits	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will increase their understandings and improve their instructional practice in the area of text forms and features.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Reflection Sheets Quick Visits	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will model/demonstrate the use text forms and features that proficient readers use to make meaning of a variety of text.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Planning Sheets Quick Visits	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will provide opportunities for shared, guided, and independent practice in the use of text forms and features.	X			Building Administrator Classroom Teachers Para-Educators	2007-08	Planning Sheets Quick Visits	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will provide appropriately leveled text from sources such as the Reading Resource Collection for student's practice in the use of various text forms and features.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Planning Sheets Monitoring Notes	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will closely monitor individual students not yet performing at standard and administer RRRs every three weeks to gather formative assessment data for further analysis and determination of next steps.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Planning Sheets, RRRs, Monitoring Notes, Plan for Improvement/ Student Success Plans	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Each staff member will collaborate three times per year with specialists and the administrator to review student performance and progress in use of reading skills and strategies and determine next steps.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	RRR, Monitoring Notes, Individual Plans for Improvement /Student Success Plan	WASL, DRA, DRA, RRRs, Individual Student Record of Progress

Staff will participate in whole group professional development opportunities (Early Release/LID Days) focused on developing a common set of understandings of the text forms and features readers attend to when attempting to make sense of a given text.		X		Building Administrator Classroom Teachers Para-Educators	2006-07	Agenda Reflection Sheets	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will participate in small group professional development opportunities focused on increasing teacher understandings of the specific skills and strategies proficient readers employ to make meaning of a variety of text through the analysis of student work.		X		Building Administrator Classroom Teachers Para-Educators	2006-07	Agenda Reflection Sheets	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will participate with a coach in regularly scheduled observation and focused dialogue sessions to research how proficient readers make sense of text using various forms and features through the analysis of student work.		X		Building Administrator Classroom Teachers	2006-07	Reflection Sheets	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will send student work samples demonstrating each learner's present level of performance as a reader using a variety of problem-based assessments requiring the learner to make sense of a variety of forms and features inherent to a variety of text and graphic representations.			X	Building Administrator Classroom Teachers Site Council PTA Parents	2006-07	Parent Survey Parent Participation	WASL, DRA, DRA, RRRs, Individual Student Record of Progress
Staff will conference with parents of students who are not yet performing at standard in the area of reading (three times per year), develop a plan for improvement with a specific goal, and monitor the student's progress toward standard.			X	Building Administrator Classroom Teachers Parents	2006-07	Plan for Improvement Student Success Plan	WASL, DRA, DRP, RRRs, Individual Student Record of Progress

Action Plan: WRITING

District Goal for Student Performance (76.9% Safe Harbor): At Carl Cozier, teachers will develop writers who write with purpose using a variety of text forms and features, as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state writing assessments.

School Goal for Student (76.9% Safe Harbor): At Carl Cozier, teachers will develop writers who write with purpose using a variety of text forms and features, as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state writing assessments.

Target Objective: At Carl Cozier, students will write with purpose using a variety of text forms and features, as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state writing assessments.

Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Staff will implement instruction based upon a set of common agreements reflecting our beliefs and present level of understandings about how children learn to write with purpose using a variety of forms and features.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	School-wide set of Agreements Quick Visits	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Staff will increase their understandings and improve their instructional practice in the area of writing process and authentic response.		X		Building Admin Classroom Teachers Para-Educators	2006-07	Planning Sheets Reflection Sheets Quick Visits	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Staff will implement daily writing instruction through whole group writing demonstrations, small group revision and editing conferences, and individual opportunities for practice in their draftbooks with purpose using a variety of forms and features specific to a genre.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Planning Sheets Quick Visits	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Staff will gather formative assessment data about each learner's ability to write with purpose using a variety of text forms and features and participate in collaborative analysis with grade level colleagues.	X			Building Administrator Classroom Teachers Para-Educators	2006-06	Planning Sheets Monitoring Notes	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Staff will closely monitor individual students not yet performing at standard and gather formative assessment data using their daily writing for further analysis and determination of next steps.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Planning Sheets Monitoring Notes	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Each staff member will collaborate three times per year with specialists and the administrator to review student performance and progress in the area of writing process and determine next steps.	X			Building Administrator Classroom Teachers Para-Educators	2006-06	Planning Sheets Monitoring Notes Student Success Plans	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Staff will participate in whole group professional development opportunities (Early Release/LID Days) focused on developing a common set of understandings and improving instructional practice in the area of writing process and authentic response using student work samples.		X		Building Administrator Classroom Teachers Para-Educators	2006-07	Agenda Reflection Sheets	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress

Staff will participate in small group professional development opportunities focused on increasing teacher understandings and instructional practice through the collaborative analysis of student work samples.		X		Building Administrator Classroom Teachers Para-Educators	2006-07	Agenda Reflection Sheets	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Staff will participate with a coach in regularly scheduled observation and focused dialogue sessions to research how students develop as proficient writers.		X		Building Administrator Classroom Teachers	2006-07	Reflection Sheets	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress
Staff will send home students work samples demonstrating the individual learner's present level of performance in the area of writing process and authentic response.			X	Building Admin Classroom Teachers Site Council PTA / Parents	2006-07	Parent Survey Parent Participation	WASL, District Writing Assessment, Grade Level Writing Assessment, Individual Student Record of Progress

Action Plan: MATH

<p>District Goal for Student Performance (76.9% Safe Harbor): At Carl Cozier, teachers will develop mathematicians who demonstrate the ability to problem solve through the analysis and interpretation of data using a variety of text forms and features inherent to various forms of graphic representation as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state math assessments.</p> <p>School Goal for Student Performance (76.9% Safe Harbor): At Carl Cozier, teachers will develop mathematicians who demonstrate the ability to problem solve through the analysis and interpretation of data using a variety of text forms and features inherent to various forms of graphic representation as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state math assessments.</p> <p>Target Objective: At Carl Cozier, teachers will develop mathematicians who demonstrate the ability to problem solve through the analysis and interpretation of data using a variety of text forms and features inherent to various forms of graphic representation as evidenced by 90% of Carl Cozier students meeting or exceeding standard using district and state math assessments.</p>

Strategies	CI	PD	E	Who	When	Evidence of Implementation	Evidence of Impact
Staff will develop common set of understandings about what children need to know and be able to do to analyze, interpret, and respond to data presented in various forms of graphic representation.		X		Building Administrator Classroom Teachers Para-Educators	2006-07	School-wide set of Agreements	WASL, District Level Assessments, Report Card
Staff will implement instruction focused on developing learners who are able to analyze, interpret, and provide authentic response to questions using information from various forms of graphic representation.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	School-wide Agreements Quick Visits	WASL, District Level Assessments, Report Card
Staff will provide demonstrations in the analysis, interpretation, and authentic response to questions using information provided in various forms of graphic representation.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Planning Sheets Quick Visits	WASL, District Level Assessments, Report Card
Staff will provide opportunities for shared, guided, and independent practice in the analysis, interpretation, and authentic response to problems using data from various forms of graphic representation.	X			Building Administrator Classroom Teachers Para-Educators	2006-07	Planning Sheets Quick Visits	WASL, District Level Assessments, Report Card

Staff will monitor and record individual student understanding and performance in the area of Number Sense.	X		Building Administrator Classroom Teachers Para-Educators	2006-07	Monitoring Notes Plan for Improvement/ Student Success Plan	WASL, District Level Assessments, Report Card
Staff will closely monitor individual student performance in the area of data analysis and interpretation using student work samples.	X		Building Administrator Classroom Teachers Para-Educators	2006-07	Monitoring Notes Plan for Improvement/ Student Success Plan	WASL, District Level Assessments, Report Card
Each staff member will collaborate three times per year with specialists and the administrator to review student performance and progress in the area of mathematics.	X		Building Administrator Classroom Teachers Para-Educators	2006-07	Monitoring Notes Plan for Improvement /Student Success Plan	WASL, District Level Assessments, Report Card
Staff will participate in whole group professional development opportunities (Early Release/LID Days) focused on developing a common set of understandings and improving instructional practice in the area of data analysis, interpretation, and authentic response using various forms of graphic representation.		X	Building Administrator Classroom Teachers Para-Educators	2006-07	Agenda Reflection Sheets	WASL, District Level Assessments, Report Card
Staff will participate in small group professional development opportunities focused on the collaborative analysis of student work.		X	Building Administrator Classroom Teachers Para-Educators	2006-07	Agenda Reflection Sheets	WASL, District Level Assessments, Report Card
Staff will participate with a coach in regularly scheduled observation and focused dialogue sessions to research student performance using student work samples and student interviews.		X	Building Administrator Classroom Teachers	2006-07	Reflection Sheets	WASL, District Level Assessments, Report Card
Staff will implement a Family Math Night and send home student work samples to support parent learning in the area of mathematics and to inform parents about their child's present level of performance.			X Building Administrator Classroom Teachers Parents Site Council PTA	2006-07	Parent Survey Parent Participation	WASL, District Level Assessments, Report Card

Action Plan: LEARNING ENVIRONMENT

District Goal for Student Performance: At Carl Cozier, teachers will develop students who demonstrate responsibility for developing and maintaining a caring community that supports their own learning and the learning of others.

School Goal for Student Performance: At Carl Cozier, teachers will develop students who demonstrate responsibility for developing and maintaining a caring community that supports their own learning and the learning of others.

Target Objective: At Carl Cozier, students will demonstrate responsibility for developing and maintaining a caring community that supports their own learning and the learning of others.

Strategies	CI	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Staff will use formative assessment data gathered to determine next steps and ensure the presence of the "Conditions for Learning" within a variety of settings.	X			Building Administrator' Classroom Teachers Para-Educators	2006-07	Planning Sheets Quick Visits	WASL, District Level Assessments, Report Card, Office Referrals, Student Attendance
Staff will identify students who are not yet demonstrating responsibility for their own learning and the learning of others and develop a "Plan for Improvement/Student Success Plan" in collaboration with the student, parent, Elementary Support Specialists, and building administrator to be implemented, monitored, and reviewed at each trimester.	X		X	Building Administrator' Classroom Teachers Para-Educators	2006-07	Plan for Improvement/Student Success Plan	WASL, District Level Assessments, Report Card, Office Referrals, Student Attendance
Staff and the Special Education Team will refine the referral process for students who are identified as Not Yet at Standard (Level 1 and 2) in the areas of literacy and mathematics.	X			Building Administrator Special Education Team Classroom Teachers Para-Educators	2006-07	Quarterly Screenings Monitoring Notes Plan for Improvement/Student Success Plan	WASL, District Level Assessments, Report Card, Special Education Referrals, Student Attendance