

Bellingham Public Schools

Strategic Planning Process

School: Lowell Elementary

Date: 9/22/06

✘ Annual Update

Strategic Plan Area	School Goals for Student Performance
Reading	At Lowell School, all staff members will develop students who take responsibility for using skills and strategies to understand the meaning of texts as measured by state and district standards, with a 10% decrease in the number of students not yet at standard.
Writing	At Lowell School, teachers will implement school-wide practices to increase writing scores and spelling accuracy as measured by a 10% decrease in students meeting standards as evidenced by school-wide prompt using 6 Trait Rubric.
Math	At Lowell School, teachers will develop common understandings of Math GLE's and math resources to provide consistent instructional practices as evidenced by a 10% decrease in the number of students in MAP and WASL scores. Engage Lowell families in understanding mathematics curriculums and outcomes.
Learning Environment	Students and staff will participate in creating and maintaining a safe, respectful and caring school culture with clear expectations and open lines of communication for staff, students and parents.

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

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

**Action Plan: READING**

School: <b>Lowell Elementary</b>				Date: 10/02/04			
<b>District Goal for Student Performance:</b> Safe Harbor 90%							
<b>School Goal for Student Performance:</b> Safe Harbor 96.1%							
<b>Target Objective:</b> At Lowell School, all staff members will develop students who take responsibility for using skills and strategies to understand the meaning of texts 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>PI</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
All students will participate in the All Star Reader's program to track nightly reading	X	X	X	Teachers	Ongoing	Student stickers visible on Lowell Student Agendas.	A 10% increase in the number of students reading nightly as compared to the 04-05 data.
Teachers will provide opportunities for students to read texts at their independent reading levels	X			Teachers	Ongoing	Library checkouts, Accelerated Reader, Leveled Readers.	Comprehension scores on DRP, Rasinski and WASL will increase 1.9%.
Teachers will keep monthly records documenting progress and interventions for NYAS students	X			Teachers	Ongoing	Reading Improvement Plans, Fully analyzed RRR's, monitoring notes	A 10% decrease in the number of students NYAS.
Formal and informal reading assessments are used to plan instruction for whole group, small group, and individuals.	X			Teachers	Ongoing	Observation, Lesson Plans, Monitoring Notes.	A 10% decrease in the number of students NYAS.
Students will participate in a school-wide oral reading fluency and comprehension assessment.	X	X		Teachers	2006-2007	Rasinski's Fluent Reader, Grade Level expectations and assessment data	Decrease in the percent of students not meeting established grade level expectations. The collection of baseline fluency and comprehension data.
Enlist community reading volunteers to target NYAS students using the Read Smart / Think Smart program.			X	Teachers / Reading Support Specialist	Ongoing	Volunteer schedule, reading summary sheets	A 10% decrease in the number of students NYAS.
Provide a parent training in reading strategies for home intervention.			X	Teachers / Reading Support Specialist	2006-2007		
Staff will develop common understanding of reading assessments available on site				Teachers	2006-2007		

**Action Plan: WRITING**

**District Goal for Student Performance:** safe harbor 68.5%

**School Goal for Student Performance:** safe harbor 76.5%

**Target Objective:** At Lowell School, teachers will implement school-wide practices to increase writing scores in organization, conventions and spelling accuracy as measured by a 10% decrease in students meeting standards as evidenced by school-wide prompt using 6 Trait Rubric.

Strategies	U	D	A	Who	When	Evidence of Implementation	Evidence of Impact
Improve the percentage of words spelled correctly in student writings	X			All Staff	On-going	Implement the Rebecca Sitton spelling program	5% Improvement in spelling accuracy as evidenced by WASL, school wide prompt
Review and implement writing agreements	X			Literacy Committee, All Staff	2006-2007	Document in Literacy Guide	5% improvement in organization on school-wide writing prompt and WASL.
Staff will review the developmental continuum of Four Square planning model and consistently teach organization within narrative style and expository style.	X			Teachers	2006-2007	Observation	5% improvement in organization on school-wide writing prompt and WASL.
Staff will deliver school-wide writing prompts, Fall, Winter, Spring, using common protocols for all traits.	X			Teachers	On-going	Student Work	5% improvement in organization on school-wide writing prompt and WASL content and organization scores.

**Action Plan: MATH**

**District Goal for Student Performance :** safe harbor 68.8%

**School Goal for Student Performance:** safe harbor 84.3%

**Target Objective:** At Lowell School, teachers will develop common understandings of Math GLE's and math resources to provide consistent instructional practices as evidenced by a 10% decrease in the number of students in MAP and WASL scores.

Strategies	U	D	A	Who	When	Evidence of Implementation	Evidence of Impact)
Analyze current math assessment data for school-wide strengths and weaknesses and to identify a content strand for school-wide focus		X		Teachers	2006-2007	Identify target strand	Decrease NYAS students by 10% on MAP and WASL.
Teachers will identify priority GLE's for grade level instruction.	X	X		Teachers	2006-2007	Grade level priorities developed each content strand.	Decrease NYAS students by 10% on MAP and WASL.
Teachers will develop understanding of available resources and select appropriate resource to meet student instructional needs.	X	X		Teachers	2006-2007	Staff meeting agendas, Lesson plans	Decrease NYAS students by 10% on MAP and WASL.
Teachers will identify and use performance assessments aligned with the GLE's	X	X		Teachers	2006-2007	Collection of assessments at each grade level	Decrease NYAS students by 10% on MAP and WASL.

Align whole group, small group and individual professional development with school wide focus area.		X		Principal, leadership	2006-2007	Workshop attendance, Study groups, Meeting agendas	Decrease NYAS students by 10% on MAP and WASL.
Develop common understandings and agreements of the components for effective mathematics instruction	X	X		Staff	2006-2007	Agreements written and implemented	Decrease NYAS students by 10% on MAP and WASL.
Develop parent understandings of curriculum and ways that they can support students at home.		X	X	Staff and parents	2006-2007	Parent education, Family Math Nights, Interactive homework.	Parent Feedback
Teacher will develop common strategies to improve student ability to communicate mathematical processes and explain thinking and reasoning	X			Teachers	2006-2007	Strategies are taught and observed in student work	Decrease NYAS students by 10% on MAP and WASL.

### Action Plan: LEARNING ENVIRONMENT

District Goal for Student Performance:

School Goal for Student Performance:

**Target Objective:** Students and staff will participate in creating and maintaining a safe, respectful and caring school culture with clear expectations and open lines of communication for staff, students and parents.

Strategies	CI	PD	PL	Who	When	Evidence of Implementation	Evidence of Impact)
Review, revise and publish the school-wide management plan. Communicate basic philosophy and expectations to parents.		X	X	Principal, Teachers	2006-2007	Revised student management plan. Parent summary published	Staff Perception Survey
Revise the staff handbook by reviewing timely sections each month		X		Principal, Teachers	2006-2007	A completely updated staff handbook by June 2007	Common understanding of policy and procedure
Coordinate with PTA and Site Council to improve school to home communication by adding online e-news and e-blast publications.			X	Principal, PTA, Leadership	2006-2007	Published parent handbook, including school-wide management philosophy and procedures	Parents informed of basic school policies and procedures
Develop and practice Shelter in Place procedures.		X	X	Site Council, Staff	2006-2007	Record of drill, Staff training of procedures	Drill completed efficiently and timely
Align school wide management plan with mediation, 2 <sup>nd</sup> Step, Steps to Respect, and Kelso's Choice curriculums.	X		X	Principal, Teachers, Elementary Support Specialist	2006-2007	Plans developed and implemented	Students understand and use problem solving strategies to resolve conflicts.
Work with the District and community to develop comprehensive plan for playground upgrades and seismic retrofit.			X	Principal, PTA, Site Council, Leadership	2006-2007	Plans developed and shared	Safer, updated facility
Site Council will develop a Family Compact to support student success in elementary school as a foundation for college, career and citizenship.				Principal, Staff, Site Council	2006-2007	Published Family Compact	Parent Survey
Develop a 'New Student' protocol and family welcome procedure.			X	Principal, Site Council, PTA	2006-2007	Record of Implementation	New Family Survey

## Lowell Elementary School Technology and Learning Implementation Plan – 2004-07

LOWELL ELEMENTARY SCHOOL

Bellingham Public Schools

Grades: K-5

**School Improvement Goal:** All Lowell students will use technology for communication, research, problem solving and decision-making.

**Technology and Learning Strategy:**

Students will continue to have equitable access to computers; teachers will develop strategies for multi-computer classrooms.

Students in all grades will continue to use the research process.

Students will use technology in all grades to communicate effectively and creatively.

**Rationale:** In technology-rich classrooms, students become more engaged and more active learners, and there is typically a greater emphasis on inquiry and less on drill and practice (Sandholtz et al., 1997; Boeman & Baumbach, 1995). Technology also encourages student collaboration, project-based learning, and higher-order thinking (Penuel et al., 2000).

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) 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 are needed to reach this goal? Include quantities and distribution.</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? Include building and district sources, as well as grants.</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>						
<b>Year 1: 2004-2005</b>	All Students grades 1-5 will integrate technology with District curriculum, utilizing the full writing process.	All teachers, Library Media Specialist	To be determined	Staff will learn the content of the district's technology standards related to K-5.	School Inservice or regularly scheduled early release.	Class projects
	Review current grade level use of technology.	All teachers, Tech Team	Clicker 4	Staff will receive further training in the writing process utilizing current writing programs ( <i>Inspiration</i> , <i>Word</i> , <i>Publisher</i> , <i>Clicker 4</i> )	Need to purchase one copy of <i>Clicker 4</i> . Building/District funds	Continuum outlines current use of technology
	*Analyze computer placement for equitable and appropriate student access.	Staff will assess existing building practices	To be determined	None needed	None needed	Equitable distribution of lab time as evidenced on lab sign-in
	*Implement district strategies for equal access for students with disabilities, including hardware, software, websites and multimedia.	--Special Ed Dept --Library/Media Tech staff --Librarian (Web designer)	To be determined	Librarians learn web accessibility guidelines	--In context of LMS job --Title V training	LMT Department and accessibility specialists will evaluate Web site for compliance with district accessibility standards.
	Define and use a common continuum for technology by grade level, K-5.	All teachers, Library Media Specialist	To be determined	Skills in place	None needed	--Staff in-service, grade level documents, --Meeting notes

	Teachers will invite parents into the classroom and school to support student technology use.	All Teachers, Library Media Specialist	None needed	Skills in place	None needed	Student Tech Fairs and computer lab sign-in sheet
<b>Year 2: 2005-2006</b>	Identify or develop instruction that integrates reading, writing, and social studies content with technology, including the use of video and video conferencing.	Staff will develop and implement a school wide continuum of common, consistent technology practices within the grade levels and across the school.	-- <i>Clicker 4</i> site license --DVD burner --Digital Camcorder	--Teachers will know and use a common continuum to meet district tech standards for each grade level. --Teacher training in the use of video and videoconferencing.	Need site license for <i>Clicker 4</i> ; DVD burner --Building/District funds	--Teacher review of lesson plans; Classroom observation by principal. --Planning sheets, student work, and classroom observation. --Grade level continuum document
	Inform parents about the common continuum to provide consistent technology practices within the grade levels and across the school.	Teachers	None needed	Skills in place	None needed	Measured by review of documents and parent survey results.
	Embedded staff development for technology: Inspiration, Lowell web site resources, and survey topics	LMS TLP's		Survey analysis of needs		Increased use of technology, 5% increase of computer use
<b>Year 3: 2006-2007</b>	Implement instruction that uses technology as a learning tool when teaching integrated literacy and social studies activities, including photography & video.	--Staff will develop and implement teaching objectives in reading, writing, and social studies, which integrates technology as a tool for learning.	--Video Editing Software; --Large, portable screen projector with high lumens, to be effective in partially lit areas of school.	--Training in Pinnacle Studio Editing Software	--Purchase Pinnacle Studio Editing Software--Building/District funds; --Large, portable screen, High end projector--building funds --2 computers to be upgraded for video editing	Measured by a review of documents, student work and classroom observation.
	Teachers will use additional district online research projects to support research, problem solving and decision-making skill development.	Staff will implement school wide continuum of technology practices using selected content areas.	To be determined	Teacher training will continue in the use of online research projects and authentic questioning.	School Inservice or regularly scheduled early release.	--Planning sheets, student work, and classroom observation. --Meeting notes.
	Increased participation of parents in classroom technology related projects for the integration of literacy and social studies.	Teachers	None needed	Skills in place	None needed	Measured by the number of parents who assist in classroom and lab technology lessons

SIP Team Leader Completing This Form Steve Jones Revision Date 9/22/06

Other SIP Team Participants Beth Kealy, Leslie Rogers, Steve Jones