



## Report of Strategic Plan Progress 2008-2009

**Mission:** As a neighborhood school, the mission of Columbia is to educate students to be self-directed, collaborative learners, complex and creative thinkers: who produce quality work and contribute positively to the community.

**Vision:** We are a community of diverse and lifelong learners: nurturing **respect, cooperation, responsibility, and perseverance** in becoming our **best selves**.

### **Core Beliefs:**

We believe the world is a better place when we are **respectful**.

**We will demonstrate this belief by:**

- Being kind and accepting of others**
- Encouraging others with positive words and actions**
- Settling differences with understanding**

We believe in working **cooperatively** for a common goal.

**We will demonstrate this belief by:**

- Helping others and letting others help you**
- Taking turns, sharing ideas, and doing your part**
- Working toward a win-win solution**

We believe by being **responsible** we become productive citizens.

**We will demonstrate this belief by:**

- Leaving things better than you found them**
- Acting in a safe and healthy way**
- Knowing your job and do what you know is right**

We believe that **perseverance** is an important part of learning.

**We will demonstrate this belief by:**

- Knowing learning can be hard work**
- Setting your goal and putting forth sincere effort**
- Showing pride in your work and celebrate**

SCHOOL: COLUMBIA	AREA: LEARNING																																																																											
<b>Goal 1</b> Learn with a focus on powerful teaching and learning strategies in all classrooms.																																																																												
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact																																																																										
<p><b>Target Objective 1</b></p> <p><b>Balanced Math Program</b> – Continue to implement K-5</p> <ol style="list-style-type: none"> <li>1. <b>Computational Skills (Math Review and Mental Math)</b></li> <li>2. <b>Problem Solving</b></li> <li>3. Conceptual Understanding</li> <li>4. <b>Mastery of Math Facts</b></li> <li>5. Formative Assessment</li> </ol> <p><b>Target Objective 2</b></p> <p><b>Model</b> and <b>demonstrate</b> the writing process focusing on <b>sentence fluency</b>, detail and word choice.</p> <p>Evaluate and score student writing three times a year using Everett's rubric (<b>Fall, Winter, Spring</b>)</p>	<p>Quick Visits  Use of classroom assessment for Daily Math Review  School-wide agreements on what constitutes quick recall of basic facts – assessment of)  Consistent language and practices of problem solving posted and used  Meet with principal to analyze and discuss student progress 3x a year (Problem Solving - Communicating <b>mathematical thinking</b> and understanding through <b>words, numbers or pictures</b> in a <b>clear</b> and <b>organized</b> format in response to story problem.)</p> <p>Consistent language and practices posted and used  Data Collection Sheet 3x a year – organizational structure  End of year – align organizational tools K-5  Meet with principal to analyze and discuss student progress 3x a year  Track Student Progress – From Fall to Spring 5x a year – discussing strengths and areas of growth in Professional Learning Communities</p>	<p>WASL – Percentage of Students Meeting Standard - Math</p> <table border="1" data-bbox="1669 459 2161 561"> <thead> <tr> <th>Grade</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>90.5%</td> <td>92.1%</td> <td></td> </tr> <tr> <td>4th</td> <td>90.9%</td> <td>71.1%</td> <td></td> </tr> <tr> <td>5th</td> <td>87.5%</td> <td>86.5%</td> <td></td> </tr> </tbody> </table> <p>MAP – Percentage of Students Meeting Standard -Math</p> <table border="1" data-bbox="1669 613 2048 716"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>82%</td> <td>94%</td> </tr> <tr> <td>4th</td> <td>68%</td> <td>72%</td> </tr> <tr> <td>5th</td> <td>77%</td> <td>74%</td> </tr> </tbody> </table> <p>MAP – Mean Rit Gain (Fall to Spring) - Math</p> <table border="1" data-bbox="1669 768 2139 870"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Spring</th> <th>Gain</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>197.1</td> <td>209.6</td> <td>12.5</td> </tr> <tr> <td>4th</td> <td>206.0</td> <td>213.4</td> <td>7.4</td> </tr> <tr> <td>5th</td> <td>219.1</td> <td>225.7</td> <td>6.6</td> </tr> </tbody> </table> <p>Comparison of January and June writing scores on report cards in the area of Communicates Mathematically (grades 2 – 5)  Percentage of Students Meeting Standard</p> <table border="1" data-bbox="1669 992 2077 1122"> <thead> <tr> <th>Grade</th> <th>January</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>83%</td> <td>93%</td> </tr> <tr> <td>3rd</td> <td>88%</td> <td>88%</td> </tr> <tr> <td>4th</td> <td>77%</td> <td>82%</td> </tr> <tr> <td>5th</td> <td>86%</td> <td>89%</td> </tr> </tbody> </table> <p>Comparison of January and June writing scores on report cards in the area of sentence fluency (grades 2 – 5)  Percentage of Students Meeting Standard</p> <table border="1" data-bbox="1669 1243 2255 1398"> <thead> <tr> <th>Grades</th> <th>Fall Report Card</th> <th>Spring Report Card</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>73%</td> <td>77%</td> </tr> <tr> <td>3rd</td> <td>97%</td> <td>94%</td> </tr> <tr> <td>4th</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>5th</td> <td>74%</td> <td>89%</td> </tr> </tbody> </table>	Grade	2007	2008	2009	3rd	90.5%	92.1%		4th	90.9%	71.1%		5th	87.5%	86.5%		Grade	Fall	Spring	3rd	82%	94%	4th	68%	72%	5th	77%	74%	Grade	Fall	Spring	Gain	3rd	197.1	209.6	12.5	4th	206.0	213.4	7.4	5th	219.1	225.7	6.6	Grade	January	Spring	2nd	83%	93%	3rd	88%	88%	4th	77%	82%	5th	86%	89%	Grades	Fall Report Card	Spring Report Card	2nd	73%	77%	3rd	97%	94%	4th	82%	85%	5th	74%	89%
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**Target Objective 3**

Staff will continue to use **common understandings and practices** for the instruction of reading.

Model, teach, and reinforce **oral and written responses to text** (with evidence from text) and expectations for **quality work**.

Review reading agreements in beginning of school year Quick Visits

Updated 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

WASL – Students Meeting Standard

Grade	2007	2008	2009
4th	93.9%	71.1%	

Comparison of Fall and Spring Reading Scores  
 DRA/DRP (Meeting Standard)

Grade	Fall - % Meeting Standard	Spring - % Meeting Standard
Kindergarten		100%
1st	95%	93%
2nd	88%	95%
3rd	72%	75%
4th	82%	92%
5th	94%	94%
1 <sup>st</sup> - 5th	86%	90%

School-wide, Columbia showed a 4% gain in students meeting reading standard from Fall to Spring

MAP Percentage of Students Meeting Standard - Reading

Grade	Spring
3rd	79%
4th	90%
5th	94%

MAP – Mean Rit Gain (Winter to Spring) – Reading

Grade	Winter	Spring	Gain
3rd	200.0	206.8	6.8
4th	207.0	210.5	3.5
5th	218.7	220.6	1.8

WASL – Percentage of Students Meeting Standard -Reading

Grade	2007	2008	2009
3rd	90.5%	89.5%	
4th	90.5%	89.5%	
5th	95.8%	86.5%	

COLUMBIA	AREA: PERONALIZING	
<i>Goal 2</i> Personalize learning in the school setting.		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<p><b><i>Target Objective 1</i></b></p> <p>Students will have the opportunity to participate in a variety of enrichment programs</p> <p><b><i>Target Objective 2</i></b></p> <p>Implement revised discipline steps and school-wide expectations of learners</p> <p>Use of Monthly Character Traits</p> <p><b><i>Target Objective 3</i></b></p> <p>Use of whole group staff development/professional learning communities/ individual coaching for teachers</p>	<p>Principal observations of:</p> <p>Chess Club      Sasquatch Reading  Science Fair      Art Enrichment  Buddy Reading      Foreign Language (FLAN)  5th Grade Strings      Columbia Crew  3<sup>rd</sup>-5<sup>th</sup> Musical      Mountain School  Extended Day -      Gardening  Math</p> <p>Anita Archer Workshop – Classroom management and student engagement  Book Study “Positive Discipline”  Teachers use of discipline referrals  Posters of school-wide expectations displayed</p> <p>Monthly assemblies of character traits and literature readings by librarian and principal -reinforced with acknowledgement of these positive attributes (coupons and donation to charity)</p> <p>Whole group staff development – agendas  Small learning communities – work structure and next step agendas  Coaching – reflection sheets</p>	<p>2006 Social Behavior Referrals to the office 56  2007 Social Behavior Referrals to the office 81  2008 Social Behavior Referrals to the office 58  <b>(Noticing the increase at the start of the school year, staff refined and adjusted Columbia’s Discipline Plan for the 2008-9 school year)</b></p> <p><b>2,956</b> Number of Pennies Collected/Coupons Given</p>

AREA: ENGAGEMENT		
<b>Goal 3</b> Engage families and community in student learning.		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<p><b>Target Objective 1</b></p> <p>Increase parent engagement in school programs/ information</p>	<p>Site Council Parent attending CPA meetings on an ongoing-basis  School and CPA joint Monthly Newsletter  Parent/Student Nights (Curriculum Night, Science Fair, Dice and Dessert, Columbia Art Gallery and Family Together Nights)</p>	<p>Site Council Member attended all CPA Meetings  Nine Columbia Monthly Newsletters published and sent home  60% of Columbia's families attended Dice and Dessert</p>
<p><b>Target Objective 2</b></p> <p>Increase communication to parents about quality academic expectations and what students are learning</p>	<p>Expectation Packets 1<sup>st</sup> – 5<sup>th</sup>, Revised Parent Handbook, Snapshot Envelope (progress note and samples of student work),conferences, and student presentations</p>	<p>All communications completed</p>

TECHNOLOGY	
Strategies/Summary Statement	Evaluation Strategies and/or Tools
<p>Integrate the use of technology into the CBA social studies research project (meet with 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade teachers to create a project that works within their social studies curriculum)</p> <p>Students will enhance their published work and presentations through the use of digital and video images</p> <p>Students will learn to publish research projects for social studies, publish student work for language arts, and graph data for math and science.</p>	<p>CBAs for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> graders @ Columbia – all students met requirement</p> <p>Completion of major projects as follows: Third and fourth grades – Author Study (PowerPoint presentation), fourth and fifth grades (Digital Stories)</p> <p>Primary and intermediate classes used a variety of technology to support projects in the areas of social studies, science, language arts, and math – using Word, Publisher, PowerPoint, Excel (<b>Quick Visits, Teacher Observations</b>)</p>