

Goal: Improve Math Achievement

Meet or exceed the AYP 2008 Grade 4 Math WASL Goal (64.9%), and/or achieve one or more year’s growth on a school-wide assessment in one or more math strands Grades 1-5

Strategy: Assess students to know each student’s areas of relative strength and weakness; use challenging curriculum and methods to capitalize on the strengths and reduce the weaknesses

Rationale: Math is a life-skill; students who are math literate are better prepared for life

How did staff participate in setting this strategy? BLT reviewed existing plans during BLT meetings; all staff reviewed existing plans during staff meetings. Staff reviewed and revised the plan.

What data identifies the need that leads us to this goal? 2001-2005 Math WASL scores for John Muir, SPS and Washington State

Alignments/Special Populations

School Board Goal(s)	Superintendent Focus Area(s)	5 Year Plan Benchmarks	9 Characteristics of High Performing Schools	Title I School-wide Plan
1 & 2	2	1 & 8	2, 4, 5, 6 & 7	1, 2, 3, 4 & 8
AYP Target Area (Specify)	Special Education	Bilingual/ELL	Advanced Learning	Community Learning Center
Math	Inc	Inc	Inc	Inc

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What classroom activities will occur to achieve this goal? Full use of TERC Investigations curriculum (supplemented at teacher discretion) or newly adopted curriculum Differentiate instruction (e.g., Touch Math, CMP) Problem of the Week (POW)	DMI Training Investigations Training Other centrally offered math training On-site staff development in increasing rigor in math and for using POW strategy In classroom coaching Evaluating student work	Spring 05- June 07 and beyond	SPS Math coaches and facilitators EIM staff Staff meeting and PD time Touch Math Curriculum Math GLEs	All classroom teachers, specialists, Principal, Head Teacher Math Council	3 rd – 5 th Grade Math WASL scores by strand and by student population group Curriculum guide assessments Stanford Diagnostic or similar assessment for growth Increase in number of students scoring at standard on first attempt at POW

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What building activities will occur to achieve this goal? Assess students three times per year grades K-2 Assess students three times per year grades 3-5 as reliable assessments become available Communicate math curriculum and school math educational philosophy to parents at Open House and Math Nights Create Individualized Student Learning Plans for students not at standard After school tutoring	Staff development in use and interpretation of assessments	Spring 05- June 07 and beyond	Assessments on the SPS math web site New assessments as they become available Staff meeting and PD time Family Partnership funding Test coordinator	All classroom teachers, specialists, Principal, Head Teacher Math Council	3 rd – 5 th Grade Math WASL scores by strand and by student population group Curriculum guide assessments Stanford Diagnostic or similar assessment for growth Increase in number of students scoring at standard on first attempt at POW
How will parents and the community participate in supporting this goal? Attend parent events and, support good homework and study habits Sign and support Individualized Student Learning Plans			What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? Centrally offered math trainings, training in increasing “rigor” in math, and Family Partnership support		

2006-07 Action Plan 2 Schools: John Muir Elementary School

Goal: Improve Literacy Achievement

To meet or exceed the AYP 2008 Grade 4 Reading WASL Goal (76.1%) and/or achieve one or more year’s growth on the Gates MacGinite assessment Grades 1-5

Strategy: Assess students to know each student’s areas of relative strength and weakness; use challenging curriculum and methods to capitalize on the strengths and reduce the weaknesses

Rationale: Students must learn to read so they can read to learn

How did staff participate in setting this strategy? BLT reviewed existing plans during BLT meetings; all staff reviewed existing plans during staff meetings. Staff reviewed and revised the plan.

What data identifies the need that leads us to this goal? 2001-2005 Reading WASL scores for John Muir, SPS and Washington State.

Alignments/Special Populations

School Board Goal(s)	Superintendent Focus Area(s)	5 Year Plan Benchmarks	9 Characteristics of High Performing Schools	Title I School-wide Plan
1 & 2	1	1, 6 & 8	1, 2, 5, 6 & 7	
AYP Target Area (Specify)	Special Education	Bilingual/ELL	Advanced Learning	Community Learning Center
Reading	Inc	Inc	Inc	Inc

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What classroom activities will occur to achieve this goal? Review/refresh NUA Literacy strategies Further develop differentiated instruction (e.g. guided reading) Encourage student participation in Sonics RTA, Paige Turner, POW, and Global Reading Challenge Increase use of GLAD strategies Tutoring (Sound Partners)	NUA Literacy PD for new teachers Additional GLAD training Staff development in strategies for differentiating instruction	Spring 05- June 07 and beyond	Time in grade band and/or staff meetings to share differentiated instruction strategies Staff with expertise in strategies SPS coach Centrally offered professional development Powerful Schools and school funding for Sound Partners Reading GLEs	Classroom teachers, librarian and other specialists, IAs, Head Teacher and Principal SPS coach (Paul Robb)	3 rd – 5 th grade Reading WASL scores by student population group K – 2 DRA scores by student population group 3 – 5 DRA scores for select students Gates McGinite reading grade level assessments 3 times per year Focused Walk-throughs

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What building activities will occur to achieve this goal? Assess three times a year with school-based assessments Communicate reading curriculum and school reading educational philosophy to parents at Open House and Literacy Night Family Literacy Night After school tutoring Align curricula vertically & horizontally Grades K-5 Create Individualized Student Learning Plans for students not at standard	Staff development in use of assessments and curriculum as needed	Spring 05- June 07 and beyond	Test coordinator Staff meeting and PD time Sub time for testing Family Partnership funding	Classroom teachers, IAs specialists, Head Teacher and Principal Powerful Schools staff	3 rd – 5 th grade Reading WASL scores by student population group K – 2 DRA scores by student population group 3 – 5 DRA scores for select students Gates McGinite reading grade level assessments 3 times per year Focused Walk-throughs
How will parents and the community participate in supporting this goal? Attend parent events, and support good homework and study habits Sign and support Individualized Student Learning Plans			What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? GLAD Training, NUA Training,		

2006-07 Action Plan 3

School: John Muir Elementary School

Goal: Improve Writing Achievement

Increase 2007 Grade 4 Writing WASL achievement by 10 % (per year) and/or achieve one or more year’s growth on a school-wide assessment (i.e., CBAs) Grades 1-5

Strategy: Align writing skills (Six +1 Traits), strategies, and assessment tools vertically and horizontally Grades 1-5

Engage students in writing using a variety of forms for different audiences and purposes

Rationale: This ensures that students are exposed to the skills and forms needed to become proficient writers

Proficient writers make for proficient readers since these skills are reciprocal

How did staff participate in setting this strategy? BLT reviewed existing plans during BLT meetings; all staff reviewed existing plans during staff. Staff reviewed and revised the plan.

What data identifies the need that leads us to this goal? 2001-2005 Writing WASL scores for John Muir, SPS and Washington State (Student Achievement WASL Writing Data has been flat over the past four years and behind District and State Averages)

Alignments/Special Populations

School Board Goal(s)	Superintendent Focus Area(s)	5 Year Plan Benchmarks	9 Characteristics of High Performing Schools	Title I School-wide Plan
1 & 2	1	1, 6 & 8	1 – 6	
AYP Target Area (Specify)	Special Education	Bilingual/ELL	Advanced Learning	Community Learning Center
	Inc	Inc	Inc	Inc

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What classroom activities will occur to achieve this goal? Ongoing use of NUA strategies Increasing use of GLAD strategies Incorporate writing instruction across the curriculum Writers’ workshop and genre studies Focused instruction in the writing traits	NUA and GLAD training for staff who have not attended – refreshers for others Powerful Writers’ workshops Science Writing workshops	Spring 05 – June 07 and beyond	Powerful Writers’ staff NUA/GLAD materials Fountas and Pinnell Guides to Reading and Writing Workshops In-house staff for PD SPS literacy coach	Classroom teachers, specialists, IAs, Principal, and Head Teacher SPS literacy coach	Use of CBAs as available, and scored writing from prompts school-wide, 3 times per year Increase in achievement scores in line with the goal

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What building activities will occur to achieve this goal? School-wide use of designated prompts to create anchor papers and rubrics at each grade level Collaboration to score student work School-wide analysis of scored writing Curriculum mapping Create Individualized Student Learning Plans for students not at standard After school tutoring	Staff meetings dedicated to developing the school wide rubric	Spring 05 – June 07 and beyond	Meeting time Family Partnership funding	Principal, Head Teacher, Staff	Log meeting (staff and grade band) time focused on alignment Annotated anchor papers and writing prompts available for all grades Implementation of Curriculum mapping
How will parents and the community participate in supporting this goal? Attend parent events such as evening performances of student written work and Powerful Writers’ Student Reading Night series, and support good homework and study habits Sign and support Individualized Student Learning Plans			What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? NUA and GLAD training (funding and availability) Guidance in development and use of scored writing prompts		

Goal: Provide an appropriate learning experience for all students including our Advanced Learners

Ensure implementation of instructional practices that provide differentiated learning experiences and increased rigor for students that: engage students, are at an appropriate learning pace, and allow for the application of complex thinking skills

Strategy: On-going review of lessons and instructional units in reading and math; modify instructional practices, as needed, considering student ability to access learning, student motivation and engagement, and student skill/concept development

Rationale: To create a high performance learning community where every advanced learner receives the support they need to be successful

How did staff participate in setting this strategy? All members of the Advanced Learning Team had input into the development of this strategy, which was presented to staff for review

What data identifies the need that leads us to this goal? We recognize the importance of reviewing the services for the diverse needs of our advanced learners, and of setting differentiated goals for them as appropriate

Alignments/Special Populations

School Board Goal(s)	Superintendent Focus Area(s)	5 Year Plan Benchmarks	9 Characteristics of High Performing Schools	Title I School-wide Plan
1-3	1, 2 & 4	1, 6, 8 & 15	1, 2, 4, 5 & 6	
AYP Target Area (Specify)	Special Education	Bilingual/ELL	Advanced Learning	Community Learning Center
Reading and Math	Inc	Inc	Inc	Inc

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What classroom activities will occur to achieve this goal? Teachers review lessons and units to identify, and include, those practices that: require complex thinking, increase rigor, and actively engage students in the learning Teachers instruct students in skills needed to self-evaluate their learning	Teachers will participate in grade-band and cross grade meeting, to collaborate on strategies for questioning, student engagement, and best practices Workshops for teachers of Advanced Learners	Spring 05- June 07 and beyond	SPS adopted curricula Fountas/ Pinnell guides Trade Books Literature Circles Reading and Writing Workshops NUA and GLAD strategies WASL Prep. Materials Goal Setting Conferences Project based learning	All teachers participate in identifying instructional practices associated with differentiated instruction	Students self-evaluate their learning experiences in terms of their engagement with the process and content, and their level of development of new understanding Achievement level on standardized and classroom-based assessments Focused walk-throughs: looking for rigor, complexity, active engagement, etc.

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
<p>What building activities will occur to achieve this goal? Teachers, in small groups, will regularly review lesson plans and instructional units to determine inclusion of a variety of instructional approaches that provide more rigorous content, and support student engagement and skill/concept development</p> <p>Teachers will work together to craft lessons/units that include a variety of instructional approaches found effective with this student group</p> <p>Teachers will share their instructional plans and units with one another to create a collection of successful and powerful instructional practices</p>	<p>The whole faculty will share successful strategies used with students in class, during staff meetings</p>	<p>Spring 05- June 07 and beyond</p>	<p>Same as Above</p>	<p>Same as Above</p>	<p>Students self-evaluate their learning experiences in terms of their engagement with the process and content, and their level of development of new understanding</p> <p>Achievement level on standardized and classroom-based assessments</p>
<p>How will parents and the community participate in supporting this goal? Attend parent events, and support good homework and study habits Participate in Spectrum parent meetings and surveys</p>			<p>What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? PD for Spectrum Teachers</p>		

Goal: Improve involvement of families

Increase family involvement in school activities and decision-making

Strategy: Provide many appropriate opportunities for families to be welcome, active partners in their child’s education

Rationale: Family involvement greatly improves students’ academic achievement and family satisfaction

How did staff participate in setting this strategy? After discussion, key staff members articulated the goal and presented it to staff for final approval

What data identifies the need that leads us to this goal? Diminished size and involvement of our PTA; anecdotal evidence that our family involvement has declined but that families remain interested in their student’s success in school

Alignments/Special Populations

School Board Goal(s)	Superintendent Focus Area(s)	5 Year Plan Benchmarks	9 Characteristics of High Performing Schools	Title I School-wide Plan
1, 2 & 3	1, 2 & 4	1 & 16	9	Inc
AYP Target Area (Specify)	Special Education	Bilingual/ELL	Advanced Learning	Community Learning Center
Reading and Math	Inc	Inc	Inc	Inc

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
<p>What classroom activities will occur to achieve this goal? <u>Continue showcasing student achievement e.g.,</u> Family Math, Literacy, Chess and Science Nights</p> <p>Kindergarten Food Fair/Pegasus Reading Unit evening</p> <p>Puppet Shows and Plays</p> <p>Literacy Performances such as Student Reading and “open mic” nights</p>	<p>EIM, Powerful Readers and AF4C</p> <p>Artists in Residence</p>	<p>Spring 05 - June 07 and beyond</p>	<p>Family Partnership funding Title I and LAP funds</p> <p>Powerful Artists’</p>	<p>Classroom teachers, EIM and Powerful Schools staff, principal and Head Teacher PTA</p>	<p>Analysis of student performance using WASL item analysis, and Gates vocabulary scores to determine improvement in reading</p>

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
<p>What building activities will occur to achieve this goal?</p> <p><u>Continue providing activities e.g..</u> Multicultural Dinner Curriculum Night (Open House) Family Chess Night(s) Family Math Night(s) Family Literacy Night</p> <p>Two times a year parent conferences Volunteer Tea and acknowledgment</p> <p><u>Enhance activities:</u> Parent WASL evening Read Aloud Day African American Parent Involvement Day</p> <p><u>Add activities:</u> Family Science Night</p>	<p>On going CRPD Chess instruction</p> <p>On going CRPD</p> <p>Current staff and SPS staff</p>	<p>Spring 05 - June 07 and beyond (One event per month)</p> <p>Once per academic year</p> <p>Once per academic year</p>	<p>Translators for ELL families, ELL translator funds, Title 1 parent funds, baseline budget for transportation Family Partnership funding <i>First Moves</i> Grant</p> <p>Title 1 parent funds Family partnership funding</p> <p>Title I parent funds Family partnership funding</p>	<p>All staff, families & PTA</p> <p>FSW, all staff & families Family Partnership dept</p> <p>Principal and teachers</p>	<p>Sign in sheets and increased WASL scores, administer “School Family Partnerships Questionnaire” to provide a baseline of family involvement, school parent survey</p> <p>Improvement in quality and completion of homework, school parent survey, and WASL scores (administer “School Family Partnerships Questionnaire” to provide a baseline of family involvement)</p>
<p>How will parents and the community participate in supporting this goal? Attend events, providing feedback (informally and through surveys), help to organize and run events Participate in the decision making process</p>			<p>What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? Bilingual IA Support for continuation of CRPD Financial support from Family Partnership funds</p>		