

Bennett Elementary School
School Improvement Plan 2008-2009
Bellevue School District

In reviewing of our third, fourth and fifth grade WASL data from 2007-08, we celebrated our relatively high scores in third and fourth grade reading, 90.2% (increase of 8%) and 90.3% (increase of 1%) meeting standards respectfully. We also showed high scores in third and fifth grade mathematics, 98.1% (increase of 15%) and 84.8% (increase of 4%). Our improvement plan for this year is based on the following:

WASL data indicates that 9% or more students (grades 3-5) not meeting standards in reading. These trends are also seen in our district wide reading assessments at all grade levels. These reading assessments are strongly aligned with Washington State's Essential Learning Goals. In the area of writing, WASL data shows approximately 15% of fourth grade students did not meet standards. Based on feedback from teachers (K-5), portions of students are not meeting standards on a daily basis in writing. Our improvement plan for this year is based on this data and will focus on reading and writing. .

Our specific goal and action plan for this year supports the:

- Washington State's Essential Academic Learning Goals to provide students with opportunities to develop knowledge and read with comprehension, writes with skill, and communicates effectively and responsibly in a variety of ways and setting.
- Know and apply principles of math, science, social studies, arts, health, fitness
- Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- Continuous improvement of student achievement consistent with the state's essential academic learning requirements
- Non-academic student learning related to leadership, public speaking, teamwork and interpersonal relationships

Goal: To increase the amount of students, who meet standards based on the combined WASL results of students and also EARL aligned standards on grade level assessment K-5.

Actions:

- Teachers will use the Curriculum Web in planning, pacing and implementing the changes
- Teachers will use the unit assessments, developed in summer 2006, when planning the lesson targets for each unit
- Used a significant portion of Learning Improvement Days for staff to analyze main concepts within the curriculum and proactively develop plans to support and challenge students in need.
- Grade level teams frequently meet to discuss the effectiveness of lessons and identify students who are performing below and above standards in accordance to standardized tests.
- Grade level teams meet frequently to develop plans to meet needs of students performing below and above standards in accordance to standardized tests.
- Use staff meetings to discuss student progress at each grade level and use the collective expertise of our staff to help grade level teams develop plans.
- Use technology to share student progress and solicit the collective expertise of staff.
- Staff will be encouraged to attend district-wide staff development sessions
- Provide additional classroom support for students who need to develop skills in reading and writing
- Provide additional reading and writing support in morning tutorials for students in grades 4-5.
- Provide staff development for teachers through peer-observations. The intent is for teachers to further develop instructional skills and strategies to improve learning experiences for students.
- Provide a caring and productive learning community that includes parents, teachers, administrators, students and district specialists
- Provide additional classroom support by encouraging parents to provide assistance in small group work and preparing materials for teachers.
- Volunteers and mentors to target at-risk students

- At staff meetings, the principal and the curriculum coach will model teaching strategies and the use of technology to improve student literacy skills and engage the staff in vertical conversations about literacy.

Goal: Decrease amount of students who are not reading at grade level by 50%, based on reading assessments given to all students in the fall of 2008

For 2008-09 our staff will be asked to address the curriculum area of reading as they define specific areas for remediation. Based on the Response to Intervention (RTI) process, staff will coordinate specific interventions with areas of need that impact our struggling students. They will be asked to:

- Identify incoming students who should receive tier 2 interventions at the beginning of the school year. *Teachers will identify these students by reviewing 07-08 data as well as collaborating with teachers who had students in their classroom the previous year.
- Reading assessment for all students in the fall using the “Reading 3D Program” for students in grades K-3 and the DRA for students in grades 4 and 5
- Begin to plan the type of specific interventions needed for particular students in need (i.e. retelling of stories to develop a students reading fluency, journaling to improve comprehension...). My emphasis to teachers will be for them to understand the importance of being specific when providing, tracking and communicating interventions.
- Determine how students will be progress monitored
- Seek out additional intervention strategies to what they implemented last year.
- Continue to develop a network of professionals that will add to their strategies expertise.
- On-going reading conferences and tests throughout the school year.
- Instructional Assistant time assigned to students in need of additional assistance in the area of literacy (K-2)
- Support Specialist assigned to students in need of additional assistance in the area of literacy (K-5); this includes morning support classes

- A variety of school-wide activities such as the Global Reading Challenge and a Book Fair to continue improving the interest and reading skills of students
- Volunteer mentors to target at-risk students
- Establish and maintain caring and long-term relationships with students and parents

The plan is based on an annual review, including data on all of our students and input from staff and parents.

There is evidence, based on staff collaboration and observations, as well as on required school district practices, that our school operates on the following characteristics of high-performing schools:

- Clear and shared focus
- High standards and expectations
- Effective school leadership
- Supportive learning environment
- High levels of community and parent involvement
- Frequent monitoring of teaching and learning
- Focused professional development

Technology and Learning:

As a school district, we use computers as tools to support student learning, in the same way we use library resources, calculators, or manipulatives in mathematics. At the elementary level, technology is used in a variety of situations: direct instruction, keyboarding, word processing, math software and multimedia presentations. Some schools have daily school-wide news broadcasts. Students are involved in video production and web authoring. Our schools are making a transition from classroom desktop computers to mobile laptops labs, which will lead to a ratio of 1:1 between computers and students. The current ratio of computers to students is 1:4. In terms of teacher and staff support, each school has a full or part-time curriculum/technology specialist (“Curriculum Coach”).

In our school, computer technology is used for keyboarding and word processing, student presentations using PowerPoint software and mathematics exploration using our Investigations software. All classrooms have built-in Smart Boards intended to be used for direct and interactive instruction. Our mobile labs make the technology more accessible to all students especially during writing and keyboarding lessons and when they are being taught about new software applications. Students use our digital cameras and upload photographs in to their reports for more dramatic presentations.

In the Learning Resource Center, student's access district and school data bases for books, periodicals and other resources for projects, reports, and for their personal reading needs. In the resource room for students with learning difficulties, there are five computers on which children use software that help them with important reading, writing, and mathematics skills.

Parent Involvement

Examples of parent and community involvement that support student learning in our school include:

- Many parent volunteers in classrooms
- VIBES community volunteers matched to at-risk students
- Learning and community celebrations such as “Young Authors” and “Science Fair”
- Parent Math committee involves students in activities to improve the interest and skills of students.
- PTA fundraising to implement reading support, assemblies, field trips, and purchase of classroom support materials.
- Plans to further welcome and support new families.