

Phantom Lake Elementary School
Bellevue School District
Annual Building Improvement Plan
2008-2009

This school has a school improvement plan for this year, one that is based on student data, specifically on the data that suggest that:

- ESL students are not performing at the same level as regular program students.
- Special education students are not performing at the same level as regular education students.

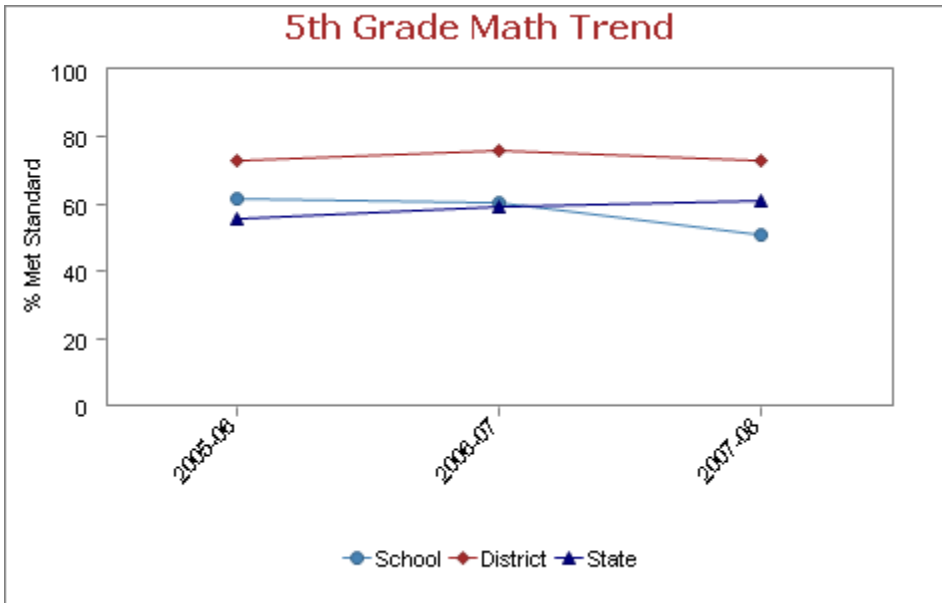
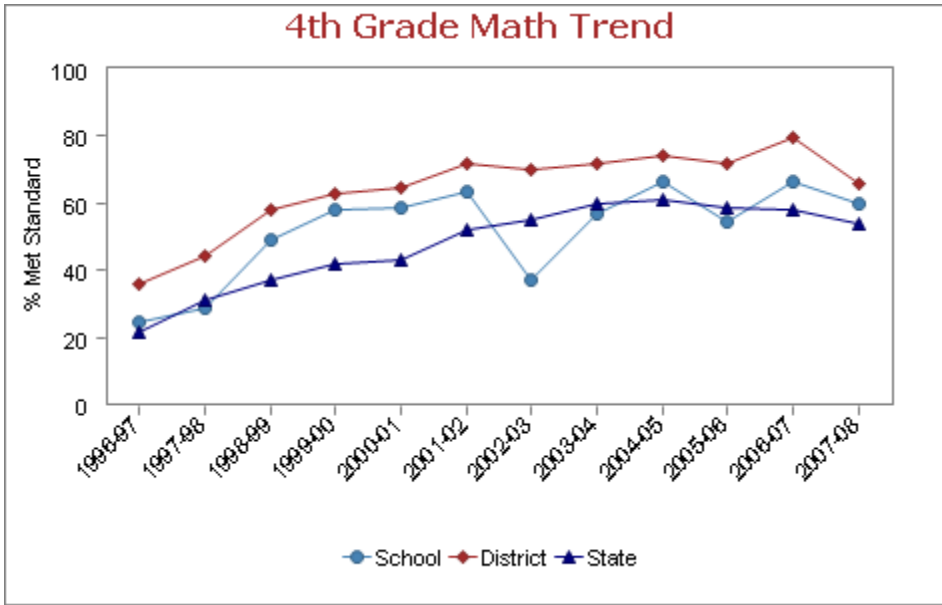
Our specific goal(s) and action plan for this year support the goals of:

- the state's basic education law, which is to provide students with opportunities to develop knowledge to read with comprehension, write with skill, and communicate effectively; know and apply the principles of math, science, social studies, arts, health and fitness; think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities;
- continuous improvement of student achievement consistent with the state's essential academic learning requirements; and
- non-academic student learning related to leadership, public speaking, teamwork and interpersonal relationships.

Goal: Phantom Lake Elementary School will improve the performance of all students, but especially of:

- students served in ESL programs
- students served in Special Education

in all areas, but especially in math. Phantom Lake has the goal of increasing the percentage of children who pass the math WASL at a Level 3 or 4. This means that we will work on decreasing the percentage of children who score a Level 2 on the math WASL. Specifically, we will work to decrease the percentage of students who pass the WASL with at least scores at Level 3 by 33%, for a total percentage of students passing the WASL with at least scores at Level 3 to 80% by June 2009. This goal was set based on the analysis of WASL math scores since the WASL began, and especially since 2003 (Grade 4) and 2006 (Grade 5). The charts provided below, which can be found at www.reportcard.ospi.k12.wa.us/wasltrend.aspx, illustrate the trends in math for students in Grade 4 and 5 at Phantom Lake Elementary School.



According to these WASL results, student math performance has been at a plateau in grades 4 and 5 since 2003. There is no real upward trend in student performance in this area.

Additionally, other data—including a disaggregation of WASL scores—indicates there are a disproportionate number of children served through our Special Education and English as a Second Language programs who are performing poorly in math.

Action: Phantom Lake’s plan of action includes strategies that will build the instructional capacity of Phantom Lake’s teachers, and strategies that will support students who are in jeopardy of not passing the math WASL, or who are not performing at grade level in math.

Specific strategies that will maximize the instructional capacity of the Phantom Lake Elementary School staff, thereby decreasing the achievement gap of English language learners and children in Special Education, are illustrated in the chart below. The chart includes the professional development activities, the purpose of these activities, and a timeline for when they will be implemented:

Activity	Purpose	When?
<p>Staff Meetings & 2nd Wednesdays</p>	<p>Provide on-going support to all staff during agreed upon professional development times. During the 1st Monday of every month and also during the 2nd Wednesday of every month, teachers will come together to examine our math program and related student work. Teachers will leave each staff meeting or 2nd Wednesday time with new ideas that will be immediately applicable to the next school day. These ideas will include ways to modify lessons, rework pacing, or otherwise support children. Additionally, goals will be set at each 1st Monday meeting for what to bring for analysis during the 2nd Wednesday meeting. This will be an on-going cycle.</p>	<p>September-June</p>
<p>Math Instruction Blocks ► Every classroom teacher will sign up for a week in which I will teach the math lessons in their classrooms.</p>	<p>Offer modeling and an "I do it, We do it" approach to learning. In teaching literacy in every teacher's classroom, I am going to be engaging in the same expectations for program analysis, teaching, and learning that I expect of my teachers. I think this shows that I value their work, and it gives me a much, much better idea of what the math curriculum includes and does not include. The outcome of this experience will not only be increased learning on my part and on the part of my teachers, but also contributions to the improvement of students.</p>	<p>September-June</p>
<p>Classroom Observations</p>	<p>Engage in routine observations of classroom environments with the purpose of getting to know the students, teachers, and program. Being present in the classrooms is an essential part of who I am as a leader, and it also gives all community members the sense that I</p>	<p>September-June</p>

care and know about what is happening in classrooms. Observations also provide an excellent avenue to engage in conversation about how kids are doing and what can be done to support them in even better ways.

In addition to maximizing the instructional capacity at Phantom Lake, the following actions will also be taken to increase the performance of all students, and especially students who are English language learners or who are in Special Education:

- **Alert students to the Math Whizz website** that is accessible via the Bellevue School District Curriculum Web. The Math Whizz program provides students with extra practice on computational and other math skills.
- Continue to **encourage parents to give me their email addresses so that I can use email as a way to send school communications.**
- **Include a column in my Principal Newsletter that addresses the new Math Expressions curriculum.** Parents already read my newsletter, so having tips for parents in this weekly communication will be easy and will help them understand what their children are learning in school.

It is believed that the above activities will empower families to take charge of their learning. When students feel that they have a personal role in their education, they will be motivated to spend the time and energy it will take to become better readers.

X This plan of action is based on our building's annual self-review, which includes input from staff, parents, and students where appropriate.

X The plan addresses issues of educational equity for English language learners, ethnic minority students and special education students by:

- building awareness of the need to create a climate that is conducive to learning for all students;
- building awareness of the need to increase the student achievement of ESL and Special Education students;
- maximizing the instructional capacity of all certificated staff responsible for the education of children at Phantom Lake;
- placing student needs at the center of the work by targeting instructional strategies as a method of improving student achievement;
- including parents in the work of the school through Curriculum Night, PTA meetings, Family Education Nights, volunteer programs, and other avenues.

X We have evidence, based on staff surveys and our own monitoring, 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
- curriculum, instruction, and assessments aligned with standards
- focused professional development

X The following explains how technology is used to support student learning throughout the Bellevue School District and in our school:

As a school district, we use computers as tools to support student learning, in the same way we use library resources, calculators, or math manipulatives. At the elementary level, technology is used in a variety of situations: keyboarding, word processing, math software, and multimedia presentations. Phantom Lake also has a daily school-wide news broadcasts. Students are involved in video production and web authoring. Our school has three mobile laptop labs, which results in a ratio of 1:1 between computers and students.

At Phantom Lake Elementary School, technology is used for information gathering, keyboarding, word processing, math, and multimedia presentations. More specifically, the children use our school's mobile Dell laptop labs and the computers in our library to access information sources. These sources include the library database Alexandria and selected websites on the World Wide Web. Information access supports students' work in the social studies and/or science, when the children are learning about a particular topic and need to find current information. Students learn how to keyboard so they are effective word processors. Students word process essays, reports, and stories. The children in the upper grades learn how to use programs such as PowerPoint so that they can create multimedia presentations. Children at all levels use computers as part of their math program. They play math games developed specifically to enhance the *Math Expressions* curriculum. Students in the fourth and fifth grades also use the computer to analyze data and interpret graphs related to their math units. SmartBoards are also in use in all classrooms, and students are able to access and use this technology to support their learning in all academic subjects. Teachers can capture lessons and print information out for children who may have missed a lesson due to an absence.

As the Curriculum Web becomes available to our community members, students and parents will be encouraged to access the Curriculum Web as a way to review and preview learning that is happening in classrooms.

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

- A Parent-Teacher Association
- Parent volunteers in classrooms
- Parent participation in fall conferences

- Volunteers in Bellevue Education System (VIBES) mentors who work in classrooms and one-on-one with selected students, including a cadre of “Granpals” who work as volunteers in classrooms
- Connection with Youth Eastside Services and Sound Mental Health to provide in-school counseling for qualified families.
- Parent/community involvement in PTA and school-sponsored events such as
 - Back-to-School Ice Cream Social (September)
 - Curriculum Night (September)
 - PTA Meetings
 - PTA Auction (planned for Spring)
 - Family Fun Nights (periodically throughout the year)
 - Family Education nights (periodically throughout the year; topics based on input from the community)