10/9/09

Snoqualmie Valley School District

School Improvement Plan
2009 - 2010

North Bend Elementary

400 East 3rd Street
North Bend, WA 98045

Mission, Vision, Guiding Principles

Expect the best - From our students - Of our staff - For our community

It is the mission of the Snoqualmie Valley School District to meet the individual learning needs of its students, thereby enabling them: to identify and realize their potentials, to develop skills and attitudes for life-long learning, and to be knowledgeable, productive, and involved citizens

Caring, Sharing, and Preparing for Our Future

School Purpose

"Working together to ensure all students, staff and parents learn"

School Improvement Plan

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I. Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.

- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.

- School Improvement Planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.

- The School Improvement document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.

- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.

II. Description of School Community

Overview of North Bend Elementary School

The Facility
North Bend Elementary School, originally built in 1962, went through a major remodeling in 1999. The modernized school building consists of 20 classrooms within two main buildings and 9 portable classrooms. There is a library, multi-purpose room, technology lab, and full sized gym. These facilities provide flexible, up-to-date and functional learning spaces.

Where are we going?
We are a growing community. Being a part of a growing school district is exciting and presents wonderful opportunities to bring children, staff members, parents, and other family members together to build a sense of "community" and "capacity" to help all students grow and learn. Volunteers are an integral part of our school. This past year, over 400 volunteers contributed in excess of 10,000 hours at school. Our PTA is very active and provides substantial support for student learning and activities.

Student Characteristics
In the spring of 2004, there were 585 students enrolled. Our current student enrollment is 454 students. The drop is due in part to the opening of our new elementary school in the district and the consequent boundary changes. We continue to plan for future growth as our community continues to increase in size.

Currently there are 48 students on IEP's. Students receiving Title I services total 30. Fourth and fifth graders participating in the highly capable (High-C) program total 36. English as a Second Language serves 6 students.

The average daily attendance last year was 98% with approximately 1% arriving tardy.

The percentage of students qualifying for free and reduced price lunch in 2009 -2010 school year is 19%. In 1999, the percentage was 20.4%. The ethnicity make up at NBE is similar to other schools in our district. The percentages are: 0.4% American Indian, 1.7% Asian/Pacific Islander, 0.6% Black, 5.7% Hispanic, 4.2% multi-ethnic, and 87% white.

School Organization
Within our learning community students are grouped into 20 classrooms by grade level. That number includes one full day and 2 half day kindergartens. We have a special education resource program and three specialty classrooms.

Class sizes range from a low of 22 students to a high of 28 students. The K-5 class average is 23.5.

A. Leadership/Planning Team Members

List the names of the leadership team members.

Jim Frazier - Principal
Name & Title

Alicia Moore - Counselor
Name & Title

Mary-Lee Johnson - Kindergarten Teacher
Name & Title

Kristin McMichael – 1st Grade Teacher
Name & Title

Kate Christenson – 2nd Grade Teacher
Name & Title

Sarah Davis – 3rd Grade Teacher
Name & Title

Julie Gardunia – 4th Grade Teacher
Name & Title

Rick Flanagan – 5th Grade Teacher
Name & Title

Lisa Radmer - Librarian
Name & Title

Jill Holen – IA Representative
Name & Title

Berry Rogers – Community Liaison
Name & Title

Susan Osburn – PTA Representative
Name & Title

Name & Title

Name & Title

B. Participating Stakeholders

I am aware and supportive of our Buildings School Improvement Plan

Andrea Stein	**Dawn Olson**
Mary-Lee Johnson	**Lisa Radmer**
Shaun Guinn	**Alicia Moore**
Amber Burton-Gerth	**Laurel Christie**
Melody Kvam	**Mandy Keleher**
Anne Melgaard	**Jill Holen**
Kristin McMichael	**Fletcher Lacroix**
Diana Balsley	**Janet Resa**
Kate Christenson	**Sue Berhold**
Mary Ann Scappucci	**Kari Wilson**
Sarah Davis	**Sherry Sparling**
Molly Prater	**Ginger Harpel**
Kelly Billington	**Karen Seiser**
Tom Fladland	**Valerie Waldean**
Julie Gardunia	**Ann Hamerly**
Shari Myers	**Tricia Clearman**
Anne Blair	**Carma Young**
Rick Flanagan	**Christina Williams**
Meredith vonTrapp	**Evelyn Griffin**
Kim Wagner	**Jim Frazier**
Dan Thompson	**Elizabeth Urbasich**
Alan Tepper	
Marcia Townsend	
Nancy Byrnes	
Sally Rasmussen	

C. District Review Team Members

List the names and titles of the District Review Team Members

Rudy Edwards – Board of Directors — Date Review: _____
Name & Title

Dan Popp, Board of Directors — Date Review: _____
Name & Title

Caroline Loudenback, Vice Pres.– Board of Directors — Date Review: _____
Name & Title

Marci Busby – President - Board of Directors — Date Review: _____
Name & Title

Craig Husa - Board of Directors — Date Review: _____
Name & Title

Joel Aune – Superintendent of Schools — Date Review: _____
Name & Title

Don McConkey – Assistant Superintendent — Date Review: _____
Name & Title

III. School Portfolio

Creating a School Portfolio and Conducting a Comprehensive Assessment of Strengths and Areas of Concern

North Bend Elementary School's portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in four categories, (1) demographic, (2), student achievement, (3) perceptions, and (4)Adolescent Youth Behavioral Survey. Data will be added periodically to reflect progress toward our goals.

Stakeholders analyzed this data using a "data carousel" activity. Data displays were created for each data category. Stakeholders rotated from table to table analyzing the data to discern North Bend Elementary School's strengths and areas of concern. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top five concerns. Individual rating and rankings were used to create a composite rating and ranking resulting in a prioritized list of concerns on which to base the improvement plan.

A. School Data Collection

1. Demographic Data

(*Mobility rates, class size, parent involvement, ELL, ethnicity, special populations)*

October 1, 2009 enrollment, K-5 = 454 students.

Socio-Economic Status: 19% of our students receive free or reduced lunch.

Class size average is 23.5 students.

Parental Involvement: Parents volunteered over 10,000 hours at our school last year.

Ethnicity:

87% of our students are white
0.4% American Indian
1.7% Asian/Pacific Islander
6.1% Hispanic
0.6% Black
4.2% Multi-Ethnic

Special Populations:

6 students are English Language Learners
48 students are receiving Special Education services
36 fourth and fifth grade students receive gifted program services
30 students receive Title I services

2. Student Achievement Data

(WASL, 2nd Grade Reading Assessment, Gender performance, other)

See Exhibit #1 – All student achievement data

3. Perceptional Data

(Nine Characteristics of Highly Effective Schools, Parent Survey, Student Survey, Climate Surveys, Technology Survey, etc.)

See Exhibit #2 – Staff Nine Characteristics Survey

4. Contextual Data

The North Bend Elementary PTA raised over $50,000 in 200802009 for our students.
Parent volunteers put in an excess of 10,000 hours in our school.
All certified staff is highly qualified.

5. Summary of North Bend Elementary School's Strengths

Stakeholders analyzed data using a "data carousel" activity. Data displays were created for each data category. Stakeholders rotated from table to table analyzing the data to discern North Bend Elementary strengths and areas of opportunities. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top concerns. Individual ratings and rankings were used to create a composite rating and ranking resulting in a prioritized list of opportunities which to base the School Improvement Plan.

Strengths as identified by the data carousel:

Parent Survey

- 92% of parents feel their child feels safe at school
- 94% of parents feel welcome at school

Reading

- 83.7% of 3rd grade students met standard in reading
- 5% more students are now in level three and four in 3rd grade reading
- 83.5% of 4th graders met standard in reading
- The 4th grade reading scores have improved by 50% over the past 12 years
- In 2008 the 4th grade students scored 83.5% in reading and in 2009 they scored 86.9%

Math

- 3rd grade math dropped slightly from last year but remains well above the state average
- 81.4% of the 3rd grade students met standard in math content area and 17% higher than the state
- 77.9% of the 3rd grade students met standard in math processes
- 4th grade math only had one student score in level one
- In '08 the 4th graders scored 72.8% and in '09 the 5th graders scored 86.9% an increase of 14.1% with the same cohort of students
- 5th grade math has gone up from 71.1% in 2006 to 79.8% in 2009

Writing

- 4th grade writing was 11% over the 2009 goal
- 88.2 % of the 4th grade students met standard in writing an increase of 7.7% from last year
- 4th grade writing has increased 31% in four years
- There were only 8/84 4th grade students who did not meet standard in writing – no level one students
- 4th grade writing conventions were 95.2%

Science

- 5th grade science has improve over the last four years from 51.5% to 72.6%
- 5th grade science improved from 66.7% last year to 72.6% this year 2009

Opportunities as identified by the data carousel:

Parent Survey

- 68% of our parents feel we communicate effectively to all families
- 67% of parents understand the mission/purpose of our school
- 39% of parents believe struggling students receive early intervention and additional help a school – 31% did not respond to this question
- 71% of parents thought teachers had high expectations for student learning at NBE
- 68% of parents agreed our school was doing a good job of preparing students for a successful future
- 32% of parents feel we do not communicate effectively with all families

Reading

- There is a 10% drop from the 3rd grade to the 4th grade in math across the district and state
- 14/86 3rd grade students did not meet standard in reading
- 4th grade reading has dropped by 13% since 2006
- 14 students need reading intervention going into the 4th grade
- 12/83 4th graders did not meet reading standard
- 12 students need reading intervention going into the 5th grade

Math

- 20% of the 3rd grade students did not meet standard in math
- 4th grade math took a dip this year – as 3rd graders they scored 80% and as 4th grades they scored 64%
- 17 students need math intervention going into the 4th grade
- 28/83 4th graders did not meet the standard in math
- 4th grade math dropped from 82.9% in ‘08 to 64.7% in ‘09
- 35% of 4th graders did not meet standard on the math WASL
- 28 students need math intervention going into the 5th grade
- There are 10 students or 11.9% of the current 5th graders in level one math

Writing

- 10 students need writing intervention going into the 5th grade

Science

- 23 students need intervention in science going into the 6th grade
- 27.4% of the 5th grade students did not meet standard on the 2009 WASL

IV. Goal Areas

Developing Improvement Goals Worksheet

Goal #1 – Writing

Area for Improvement	• To improve students' total writing skills
How will you measure improvement towards these goal(s)	• 4th Grade MSP Results • District adopted assessments • Classroom formative assessments
Current Results	• On the 2009 WASL 88.2 % of students met standard in writing • On the 2009 WASL 80.7% of students met standard in content/organization/style, an increase of 7.7% • On the 2009 WASL 95.2% of students met standard in conventions, an increase of 0.8%
Target	• 81.0% of the 4th grade students will meet standard (9) on the spring 2010 MSP
Standard 3 – 5 year goal	• 94.5% of the 4th grade students will meet standard (9) on the 2012 MSP • Goal of +4.5% increase per year for the writing MSP
Completed Goal Statement	• 81.0% of the 4th grade students will meet standard (9) on the spring 2010 MSP

Goal #2 – Math

Area for Improvement	• To improve students' total math skills
How will you measure improvement towards these goal(s)	• 3rd, 4th, and 5th Grade WASL • District adopted math curriculum • Periodic classroom formative assessments
Current Results	• On the 2009 WASL 80.2% of 3rd grade students met standard in math a decrease of 2.7% • On the 2009 WASL 64.7% of 4th grade students met standard in math a decrease of 8.1% • On the 2009 WASL 79.8% of 5th grade students met standard in math an increase of 3.0%
Target	• 89% of the 3rd grade students will meet standard (400) on the spring 2010 MSP • 88% of the 4th grade students will meet standard (400) on the spring 2010 MSP • 89% of the 5th grade students will meet standard (400) on the spring 2010 MSP
Standard 3 – 5 year goal	• 95% of the 4th grade students will meet standard (400) on the spring 2012 MSP • Goal of + 3% increase per year for the 3rd grade math MSP • Goal of +4% increase per year for the 4th grade math MSP • Goal of +4% increase per year for the 5th grade math MSP
Completed Goal Statement	• 88% of the 4th grade students will meet standard (400) on the spring 2010 MSP

Goal #3 – Science

Area for Improvement	• To improve students' total science skills
How will you measure improvement towards these goal(s)	• 5th Grade WASL Results • District adopted assessments • Classroom formative assessments
Current Results	• On the 2009 WASL 72.5 % of students met standard in science an increase of 5.8%
Target	• 72.2% of the 5th grade students will meet standard (400) on the spring 2010 MSP
Standard 3 – 5 year goal	• 86.2% of the 5th grade students will meet standard (400) on the 2012 MSP • Goal of +7.0% increase per year for the science MSP
Completed Goal Statement	• 72.2% of the 5th grade students will meet standard (400) on the spring 2010 MSP

Goal #4 – 9 Characteristics EES Survey Results

Area for Improvement	• To be more effective in communicating programs for early intervention strategies to parents for students. • Cultural responsiveness goal - Move our annual ArtWalk to a Traditions ArtWalk.
How will you measure improvement towards these goal(s)	• 2010 Nine characteristics EES Staff survey results
Current Results	• Show a lack of communication with parents from the 2009 EES survey. • Cultural responsiveness showed an area of improvement on the 2009 EES survey.
Target	• 2010 Nine characteristics EES survey
Standard 3 – 5 year goal	• 3-5 year goal • Continue to strive to inform parents on a regular basis of our early intervention programs. • Infuse cultural themes in our Annual ArtWalk.
Completed Goal Statement	• To be more effective in communicating programs for early intervention strategies to parents for students. • Move our annual ArtWalk to a Traditions ArtWalk

V. ACTION PLANS – Kindergarten

NORTH BEND ELEMENTARY SCHOOL
2009 - 2010 School Improvement Plan

GUIDING QUESTIONS

1) **What Do We Want Each Student To Learn?**
2) **How Will We Know When Each Student Has Learned It?**
3) **How Will We Respond When A Student Experiences Difficulty In Learning?**
4) **How will we respond when the student demonstrates understanding?**

Goal	*Grade Level*	*Subject Area*	**School Improvement Goal(s)**
1	**K-5**	**Writing**	To improve students' total writing skills 81.0% of the 4th grade students will meet standard (9) on the spring 2010 MSP
2	**K-5**	**Math**	89% of the 3rd grade students will meet standard (400) on the spring 2010 MSP 88% of the 4th grade students will meet standard (400) on the spring 2010 MSP 89% of the 5th grade students will meet standard (400) on the spring 2010 MSP
3	**K-5**	**Science**	To improve students' total science skills 72.2% of the 5th grade students will meet standard (400) on the spring 2010 MSP
4	**K-5**	**EES**	Move our annual ArtWalk to a Traditions ArtWalk To be more effective in communicating programs for early intervention strategies to parents for students.

SIP Activities	Targets	30-60-90+ Planning Tool			
		WHAT WILL BE DONE WITHIN:			Expected Outcomes
		30 Days (Sep 1 - Nov 25)	60 Days (Nov 30 - Mar 18)	90 Days (Mar 22 - Jun 15)	
Writing-Content/Organization	Students will express ideas through pictures and writing	Through modeling and sharing with peers, the students will draw using more than three colors and add details to their drawings.	Through modeling and sharing with peers, students will draw a picture with details and label it.	Through modeling and sharing with peers, students will draw a detailed picture and begin to use beginning sounds or phonemic spelling to express their idea.	Students will be able to draw a detailed picture and write about it.
Conventions	Students will identify and use capital letters at the beginning of their name and learn about punctuation marks.	Each student will learn to write their first name using a capital and then lower case letters.	Each student will write their first name correctly and be able to identify a period and question mark at the end of a sentence.	Each student will write their first and last name starting with a capital letter and be able to identify the punctuation at the beginning and end of a sentence.	Students will write their first and last names correctly. They will identify a sentence and the punctuation used.
Mathematical Content	Students will identify numbers and their value.	Through calendar activities, modeling and student exploration, the students will identify numbers 1-10 and their value.	Through modeling, exploring and practice, the students will identify numbers 11-20 and their value.	Through modeling, exploring and practice, the students will identify numbers 21-31 and their value.	Students will be able to identify the numbers and value from 1-31.
Mathematical Process	Students will learn to classify and sort objects and also be able to identify and extend patterns.	Through exploring with manipulatives and teacher modeling, students will be able to sort objects by color and identify an AB pattern.	Students will be able to sort objects by color and shape and be able to identify an ABC pattern.	Students will be able to sort by color, shape and size and be able to identify and extend a variety of patterns.	Students will know how to sort objects and identify and extend patterns correctly.

Science Inquiry	Students will observe and describe what they see.	Through teacher modeling and asking questions, the students will practice observing, describing, and drawing what they see in leaves.	Introduce construction with dirt and sand curriculum. Students will observe and describe the building process through drawings and class writing.	Students will explore their vital organs by observing pictures and demonstrations and label their body parts.	Students will observe, draw and describe what they see using the science inquiry circle.

V. ACTION PLANS – 1st Grade

SIP Activities	Targets	30-60-90+ Planning Tool			
		WHAT WILL BE DONE WITHIN:			Expected Outcomes
		30 Days (Sep 1 - Nov 25)	60 Days (Nov 30 - Mar 18)	90 Days (Mar 22 - Jun 15)	
Math	90 % of 1st grade students will be able to count 1:1 to 10	1:1 correspondence work using Investigations and GWM			Students will be able to compose and decompose numbers to 18
Math	80% of 1st grade students will be able to complete a ABC pattern	Use of GWM, literature and manipulatives			Children will be able to recognize patterns with numbers
Math	90% of 1st grade students will be able to use 1:1, Touch points and/or a number line to compose numbers	Use of GWM and supplemental materials			Children will have three of five computation strategies mastered
Science	95% of 1st grade students will be able to record 3 details in a scientific drawing	Use of Skill Building lessons in Science Companion			Children will independently communicate scientific observations
Writing	75% of 1st grade students will write a complete sentence using correct punctuation and capitalization	Use of literature, riddles, and notes			Children will independently write complete sentences with correct punctuation
	80% of 1st grade students will use correct letter formation on letters A through Z	Use of Traditional Printing Materials			Children will use correct letter formation, line orientation, and spacing

V. ACTION PLANS – 2nd Grade

SIP Activities	Targets	30-60-90+ Planning Tool			
		WHAT WILL BE DONE WITHIN:			Expected Outcomes
		30 Days (Sep 1 - Nov 25)	60 Days (Nov 30 - Mar 18)	90 Days (Mar 22 - Jun 15)	
Basic Math Facts	Know basic Addition/Subtraction basic facts to 18.	Frequent district timed tests of basic facts with strategy instruction. Practice with basic math flash cards with concentration of + and – to 10.	Continue to use a variety of ways to practice the basic facts - now including 2 digit + and – with concentration of + to 18 and carrying.	Continue to practice all basic facts – now concentrating on – to 18 in double and triple digit problems including borrowing.	Quickly recalls basic addition/ subtraction math facts to 18 by completing 50 problems in 3 minutes with 90% accuracy.
Writing Conventions	Correctly capitalize and punctuate simple sentences.	Daily Writing, weekend news writing, and daily language review. District writing prompt evaluation in October.	Continue all writing activities concentrating on the instruction of the 6 Traits. District prompt evaluation in March.	Continue all writing activities adding poetry and a non-fiction animal report. District prompt in June.	Demonstrates proper sentence structure, punctuation, and capitalization in daily writing and projects
Science Observations	Correctly use science vocabulary of units, "I Wonder Circle" and scientific investigation method.	Use the "I Wonder" vocabulary in the scientific investigation as students observe the butterfly life cycle.	Continue using all science vocabulary while studying Solids, Liquids and Gases	Continue using the "I Wonder Circle" and investigation vocabulary while relating to the study of Fossils.	Relate and apply the concept of life cycles in their world.

V. ACTION PLANS – 3rd Grade

SIP Activities	Targets	30-60-90+ Planning Tool			Expected Outcomes
		What Will Be Done W/in 30 Days (Sept. 1-Nov. 25)	**What Will Be Done W/in 60 Days (Nov. 30-Mar. 18)**	**What Will Be Done W/in 90 Days (Mar. 22-June 15)**	
1. Teach basic sentence structure. 2. Teach basic conventions. 3.Teach basic paragraph structure.	All students will write in complete sentences. All students will write structurally correct paragraphs.	1. Review sentence structure, 3 types of sentences, and basic conventions.(Baseline from "3Things in a Bag") 2. Introduce paragraph structure with a narrative paragraph.	1. Add descriptive words to sentence content. 2. Introduce revising/editing 3. Introduce expository paragraphs.	. 1. Write for different purposes. 2. Extend paragraph writing.	Students will write in complete sentences and produce structually correct paragraphs using the writing process.
1. Place value and number sense will be the focus.	Students will use addition and subtraction(double-digit with regrouping.) Students will compare numbers.	1.Teach <,>,= with numbers to 9,999. 2. Teach the process of addition and subtraction with regrouping.	1. Add problem solving strategies. 2. Add word problems. 3. Introduce multiplication strategies for 2,5,10. 4. Maintain multi-digit addition/subtraction with regrouping.		Students will identify and quantify to 10,000.
1. Teach salmon curriculum.	Students will use salmon vocabulary and understand systems.	1.Teach vocabulary. 2. Teach system of interdependence as it relates to salmon .	1. Teach force/motion vocabulary 2. Introduce investigative process with ball experiment.		Students will understand how a system works and will use the correct vocabulary to describe systems within science.

V. ACTION PLANS – 4th Grade

SIP Activities	Targets	30-60-90+ Planning Tool			
		What Will Be Done W/in 30 Days (Sept. 1-Nov. 25)	**What Will Be Done W/in 60 Days (Nov. 30-Mar. 18)**	**What Will Be Done W/in 90 Days (Mar. 22-June 15)**	**Expected Outcomes**
MATH					
Computation 0-10 by June	Multiply 0-5 (30 days) 6-10 (60 days) 0-10 (90 days)	3x week timings practice/homework class lessons on concepts Formative @ 30 days	Continue with same and add division facts	Same	Mastery of 0-10
Reasoning, problem solving & communication	Read, understand and solve a variety of multi-step problems using various problem solving strategies	Solve single step problems using various problem solving strategies 1) Draw a picture 2) Make a list 3) Estimate	Solve 2 step problems using various problem solving strategies already learned as well as: 1) Guess and check 2) Pattern	Solve multi step problems using problem solving strategies already learned	successfully answer multi-step problems
SCIENCE					
Writing Conclusions to create summative. Common answers for each topic	To independently write a conclusion in science journal	Model with kids (develop common scoring guide)	Independent (we do)	Independent (they do)	Write science conclusion independently using all parts
WRITING					

Writing Expository and Narrative	To score a 3 on expository and narrative writing	grade level expos. Prompt. Score with team. Class lessons. Common scoring guide	District expos. Prompt, score with district cohort. In class narrative prompts	District narrative prompt. Score with team. State MSP	Score a 3 on the narrative and expository papers

V. ACTION PLANS---5th Grade

SIP Activities	Targets	30-60-90+ Planning Tool			
		WHAT WILL BE DONE WITHIN:			Expected Outcomes
		30 Days (Sep 1 - Nov 25)	60 Days (Nov 30 - Mar 18)	90 Days (Mar 22 - Jun 15)	
Writing	to write a multiple paragraph essay that meets 5th grade standard	focus on paragraphs; lessons on content and organization; conventions	review previous traits; add word choice and voice; conventions	review previous traits; add 6th trait = sentence fluency; conventions	to write a multiple paragraph essay that meets 5th grade standard
Math	Understand and apply multi digit computation	math facts 0-10 (daily practice) align Acc. Math objectives; teach topics in Envision 1-5 and 7			Understand and apply multi digit computation
Math	Demonstrate ability to reason, problem solve, and communicate mathematical thinking	review problem solving strategies; provide opportunities to explain mathematical thinking in writing			Demonstrate ability to reason, problem solve, and communicate mathematical thinking
Science	Understand Science Concepts	complete matter unit and assess; puzzle wise activities			Understand Science Concepts
Science	Record Science observations and data accurately	complete Science journal pages with detail and accuracy			Record Science observations and data accurately
Science	Applies Investigative Process	lesson zero; investigation as a class; Blair's packet			Applies Investigative Process

V. ACTION PLANS

SIP Activities	Targets	30-60-90+ Planning Tool			
		WHAT WILL BE DONE WITHIN:			Expected Outcomes
		30 Days (Sep 1 - Nov 25)	60 Days (Nov 30 - Mar 18)	90 Days (Mar 22 - Jun 15)	
Model the parent pamphlet for early intervention		Fall Conferences			Parents will be familiar with our early interventions and programs
Student art will focus on cultures					
Each grade level will have a different culture represented at the annual ArtWalk			Annual ArtWalk		Hallways filled with cultural art

VI. School Improvement Budget

(Tied to your School Improvement Plan)

2009-1 0 School Improvement Allocation: $0

School Improvement Goal(s)	Professional Development Release Time, etc	Conferences Workshops	Consultants	Travel Expenses	Materials
Goal #1: Writing **81.0% of the 4th grade students will meet standard (9) on the spring 2010 MSP**					
Goal #3: Math **89% of the 3rd grade students will meet standard (400) on the spring 2010 MSP** **88% of the 4th grade students will meet standard (400) on the spring 2010 MSP** **89% of the 5th grade students will meet standard (400) on the spring 2010 MSP** **Goal #4: Science** **72.2% of the 5th grade students will meet standard (400) on the spring 2010 MSP**					
Goal #4: 9 Characteristics survey results: **Move our annual ArtWalk to a Traditions ArtWalk** **To be more effective in communicating programs for early intervention strategies to parents for students.**					
Total Cost: **Estimation**					

VIII.

Building-Level Technology and Learning Implementation Plan – 3 Year						
Name of School: North Bend Elementary					**Grades: Elementary**	
School Improvement Goal (taken from your building's School Improvement Plan): Improve students' knowledge and skills in the process strands of mathematics and the content strand, especially in number sense and algebraic sense						
Technology and Learning Strategy: To use technology to effectively support mathematics instruction						
Rationale (Research):): Positive Effects of a Learning Information System on Mathematics Achievement and Classroom Structure (Ysseldyke, Spicuzza, Kosciolek & Boys, 2003)						
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**
	What actions will occur? What steps will staff take to achieve this goal?	***Who will provide leadership? Who will do the work to make sure that this activity occurs?***	***What HW, SW and TS are needed to reach this goal? Include quantities and distribution.***	***What professional development does the staff need in order to take the steps to achieve this goal?***	***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.***	***How will you evaluate the implementation of this strategy? What tool(s) will you use?***
Year 1: 2004-2005	**Conduct a status assessment of how technology is currently used to support math instruction**	**Curriculum Director, Principal, Instructional Technology Director**	**None**	**None**	**None**	**Completion of a status assessment**
	Expand use of existing Accelerated Math Program beyond grades 3,4,5	**Math Colleague Team, Principal**	**Accelerated Math Tech support** **Accel. Scan cards**	**Additional Accelerated Math training**	**Trainer/Consultant - $1000 from unit budget or Technology** **AM Content library - $1,100 from PTA or unit budget** **Accel. Scan cards - $150 from unit Budget** **AM Tech Support- $200/year from unit budget**	**Staff survey, Principal observation, WASL Scores**
Year 2: 2005-2006	**Explore and identify other technology solutions for mathematics**	**Principal, Math Colleague Team**	**To be determined**	**Administer needs assessment to identify further PD needs**	**1 Teacher Release Day - $250 from Title IID**	**Principal observation**
	Purchase additional content "libraries" for Accelerated Math	**Principal**	**None**	**None**	**AM Content libraries - $2,200 from PTA**	**Staff Survey, Principal observation, WASL Scores**
Year 3: 2006-2007	**Evaluate/implement computer-adaptive assessment software**	**Math Colleague Team, Principal**	**Hardware available; purchase appropriate software**	**Training on the specific software acquired**	**TBD Software; Up to $5,000 from General Fund**	**Principal observation, WASL Scores, ITBS Scores**

	Expand Accelerated Math usage	**Principal**	**Scanners** **Accel. Scan cards**	**Additional Accelerated Math training**	**Accel. Scan cards - $150 from unit Budget** **Trainer/Consultant - $1000 from unit budget or Technology** **6 AM Scanners - $3,000 from PTA or unit budget** **2- Printers- $800 from PTA or unit budget**	**Principal observation, WASL Scores, ITBS Scores**

SIP Team Leader Completing This Form

Completion Date **March 15th, 2004**

Other SIP Team Participants **Alicia Moore, Melody Kvam, MaryAnne Scappucci, Mei-lan Hom, Kelly Billington**