

Kirkwood Elementary

403 S. Juniper Street
Toppenish, Washington 98948

School Improvement/Title I Plan



Kirkwood Elementary is committed to building a strong partnership with students, families, and community where a love of knowledge and diversity brings us together to build a solid foundation for student achievement.

**Provided by School Improvement Assistance
Office of Superintendent of Public Instruction**

2009-2010

Guiding Principles of School Improvement Planning **Description of School Community and Team Members**

Overview of Kirkwood Elementary School

Briefly describe your school community to provide a context for your school improvement plan.

Toppenish is a small farming community east of the Cascade Mountains located on the Yakama Indian Reservation. Toppenish is in the heart of Yakima County, which produces a variety of fruits, vegetables and hops. As a result, the school district enjoys a richly diverse cultural population of 3,277 students, 80.8% Hispanic, 15.1% Yakama Native American, and approximately 3.8% Anglo. Kirkwood Elementary is made up of 59.8% Hispanic students, 35.6% Yakama Native American students, 4% Anglo students, .07% Asian students, and 100% of Kirkwood students' qualify for free and reduced lunch.

There are conditions at Kirkwood Elementary that are not reflected in our poverty index rating that should be considered. The poverty level of our community is high. 63% of the people live below the Yakima County Median income of \$39,746.00. This information is according to the 2000 Census. The number of families in our school that have computers is less than 5% (as determined by ITBS survey). Many of the farm workers' families arriving in the area come from Mexico, Texas, or California. Our students' parents have little formal education and many have limited English as well. The 2000 Census reports the following percentage of languages spoken at home in Toppenish is as follows: language other than English 64.1%, speaks Spanish at home 65.7%, speaks English less than "very well" 34%. Because of the agricultural base, many of our students travel to California, Mexico and Texas in the winter months. This causes a significant interruption to learning. This, along with other economic factors, has contributed to a 43% mobility rate for the school.

A data carousel is held at the beginning of each school year as part of the Comprehensive Needs Assessment. Data can be found in the building data binder and in the CEE binders.

The Kirkwood Elementary staff was well represented in the development of the School Improvement/Title I plan. The following is a list of all certified and paraprofessional staff that was involved in the plan:

Anastasia Sanchez, Angela Miller, Catherine Fredericksen, Leslie Huebner, Sabrina Castro, Melissa Brackney, Tina Allen, Adan Navarro, Marcia Stauffer, Jose Corona, Melissa Sevigny, Barb Moses, Jovita Hurtado, Natalie Riel, Rosanna Baninthivong, Leonette Adams, Stephanie Long, Allison McGuire, Jackie Arambul, Debbie Irving, Shawna Emch, Donna Barr, Kamela Leach, Susan Rice, Yeymi Roman-Aranda, Linda Dietz, Brad Wiley, Heidi Barnett, Judy Jones, Mary Walden, Tricia Piper, Julia Boxer, Theresa Gomez, Bertha Marinez, Janie Lopez, Elizabeth Villanueva, Dora Rios-Medley, Imelda Rodriguez, Patti Rowe, Christina Valdez, Rosa Valencia, Nancy Godina, Esperanza Botello, Ricky Ramos, Kathy Gegen, Debbie McBee, Kamie Stonemetz and Jim Purdy.

District staff has also been involved in the School Improvement Planning process at Kirkwood. District Superintendent, Steve Myers, and Assistant Superintendent, John Cerna, have attended the state wide SIP meetings. Mr. Myers has also attended the Kirkwood data carousel as well as some of the building study group meetings. Ms. Schmella, Curriculum Director, attended our Educational Audit review meeting.

Parents have also reviewed and provided input into our plan:

Kara Supnet, PTO President
Christa Goudy, PTO Vice-President
Esperanza Botello, PTO Treasurer

Anastasia Sanchez Principal

Kara Supnet PTO President

Christa Goudy PTO Vice-President

Ann Clark Math Coach

Leonette Adams 3rd Grade Teacher

Dora Medley Paraprofessional

Kamela Leach 4th Grade Teacher

Shawna Emch 5th Grade Teacher

Angela Miller Kindergarten Teacher

Susan Rice Reading First Reading Coach

Tina Allen 1st Grade Teacher

Catherine Fredericksen 2nd Grade Teacher

School Portfolio

Purpose of Plan

The Kirkwood School Improvement/Title I Plan is designed to meet the social, emotional and academic needs of our learning community. Through the opportunity to become involved in the School Improvement Process, Kirkwood Elementary has researched current best practices and has developed goals to increase the academic achievement of all students.

The School Improvement planning process and the Title I School wide Plan are designed to help facilitate systemic change in the entire educational program of Kirkwood Elementary, a high poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

The Kirkwood staff feels that we have taken the first step toward school improvement by creating a student centered plan. The Kirkwood staff also recognizes the need to continue with ongoing initiatives, such as but not limited to, Reading First, Family Literacy, and 21st Century. We understand that the implementation of this plan will require second order change and is a continuing process. The staff also recognizes the need of increased parent/community involvement.

Shared Vision and Guiding Principles of Kirkwood Elementary School

Vision

Kirkwood Elementary will be a prestigious educational organization of highly regarded, dedicated staff. It will be considered the best and the most sought after school.

Mission

Kirkwood Elementary is committed to building a strong partnership with students, families, and community where a love of knowledge and diversity brings us together to build a solid foundation for student achievement.

Creating a School Portfolio and Conducting a Comprehensive Assessment of Strengths and Areas of Concern (SWP (#1))

- 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 written plan 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.
- Kirkwood students will be assessed according to the state assessment system. The WASL tests will be reviewed carefully each year to assess program strengths and weaknesses. The WASL test will be given to all students in grades three through five in the spring of each year. As data is collected on the WASL, it will be reviewed to identify trends in student progress. The MAPS test will also be given three times a year in grades second through fifth grades in the areas of reading and math. All staff will meet to look at data collected to see what direction the needs of their students leads them.
- Reading fluency assessments will be given to all students at Kirkwood three times a year. DIBELS monitoring will occur every two weeks. Those students not meeting the state standard for fluency will have reading inventions in place during the Workshop and after school tutoring.
 - All students will be tested for fluency three times a year using the DIBELS test. These tests will be administered by paraprofessionals under the direction of the Reading Coach.
 - The Reading Coach and teachers will track individual students and disaggregate the data by various factors to show grade level growth.
 - A state-mandated WLPT test will be given to all targeted students in the bilingual program at Kirkwood. These assessment will be used to measure student academic growth and for program evaluation purposes.

Results of all assessment will continue to be available to staff to determine whether changes in strategies are needed to promote appropriate rates of progress.

Assessing Strengths and Areas of Concern Using the Data Carousel

List the areas of strengths and concerns as identified in the data carousel.

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 Kirkwood’s strengths and areas of concern. After each rotation, strengths and concerns were compiled into separate lists. Individuals had an opportunity to rank their top five strengths and concerns in the areas of reading, math, and writing. Individual rankings were used to create a prioritized list on which to base the improvement plan. Included is the complete list of the concerns generated by the Kirkwood staff during the data carousel activity. The data carousel is held the second Wednesday of October and was facilitated by Anastasia Sanchez, the building principal. All certified and classified staff attended this activity. The following is data that was reviewed by staff:

Center of Educational Effectiveness

Areas of Concern: We lack two-way communication among colleagues, administration, and community. This is affecting the area of trust within our school.

Area of Strength: Staff is accepting of new ideas and are willing to change after the presentation of a new idea.

MAP Data

Area of Concern in Reading Third Grade: Area of concern is *Thinking Critically and Analyzes*.

Areas of Strength in Reading Third Grade: Area of strength is *Knowing Text Components*.

Area of Concern in Reading Fourth Grade: Area of concern is *Word Recognition* with 50% of students at intensive.

Areas of Strength in Reading Fourth Grade: Our strength is *Knowing Text Components* 60% at benchmark.

Area of Concern in Reading Fifth Grade: *Knowing Text Components* is a concern. Students need to practice recognizing these components.

Areas of Strength in Reading Fifth Grade: Our strength is *Thinking Critically and Analyzing Text*.

Area of Concern in Math Third Grade: Our weakness is in *Number Sense* with 30% of students at benchmark.

Areas of Strength in Math Third Grade: Our strength is *Algebraic Sense* with 58% of students at benchmark.

Area of Concern in Math Fourth Grade: Our weakness is in *Number Sense*.

Areas of Strength in Math Fourth Grade: Our strength is *Algebraic Sense* with 44 out of 58 students at benchmark.

Area of Concern in Math Fifth Grade: Our strength is *Algebraic Sense*.

Areas of Strength in Math Fifth Grade: Our weakness is in *Number Sense* remains a weak area along with *Measurement and Probability and Statistics*.

WLPT Data

Area of Concern in Kinder: Reading 70% and Writing 78% below benchmark.

Area of Strength in Kinder: Listening 78% of students are at benchmark.

Area of Concern in 1st Grade: Listening is the weakest area.

Area of Strength in 1st Grade: Reading 60% of students are at benchmark.

Area of Concern in 2nd Grade: Writing and Speaking are tied for areas of concern.

Area of Strength in 2nd Grade: Reading and Speaking are tied for areas of strength.
Area of Concern in 3rd Grade: Listening
Area of Strength in 3rd Grade: Reading
Area of Concern in 4th Grade: Speaking
Area of Strength in 4th Grade: Listening
Area of Concern in 5th Grade: Reading
Area of Strength in 5th Grade: Writing

WASL Data

Area of Concern in 3rd Grade Reading: *Informational Text: Comprehension*
Area of Strength in 3rd Grade Reading: *Informational Text: Analyze/Interpretation*
Area of Concern in 4th Grade Reading: *Literacy Text Comprehension*
Area of Strength in 4th Grade Reading: *Analyze/Interpretation*
Area of Concern in 5th Grade Reading: *Literacy Text Comprehension*
Area of Strength in 5th Grade Reading: *Analyze/Interpretation*
Area of Concern in 3rd Grade Math: *Probability & Statistics*
Area of Strength in 3rd Grade Math: *Mathematical Process: Solve Problems/Reason Logically*
Area of Concern in 4th Grade Math: *Number Sense*
Area of Strength in 4th Grade Math: *Mathematical Content: Measurement*
Area of Concern in 5th Grade Math: *Number Sense*
Area of Strength in 5th Grade Math: *Algebraic Sense*
Area of Concern in 4th Grade Writing: *Conventions in Narrative*
Area of Strength in 4th Grade Writing: *Conventions in Narrative*
Area of Concern in 5th Grade Science: *Systems of Science*
Area of Strength in 5th Grade Science: *Application of Science*

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 (Name of 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.

Demographic Data

Kirkwood serves a student body of 430 students Kindergarten through grade fifth:

55.3% Female
44.7% Male
59.8% Hispanic

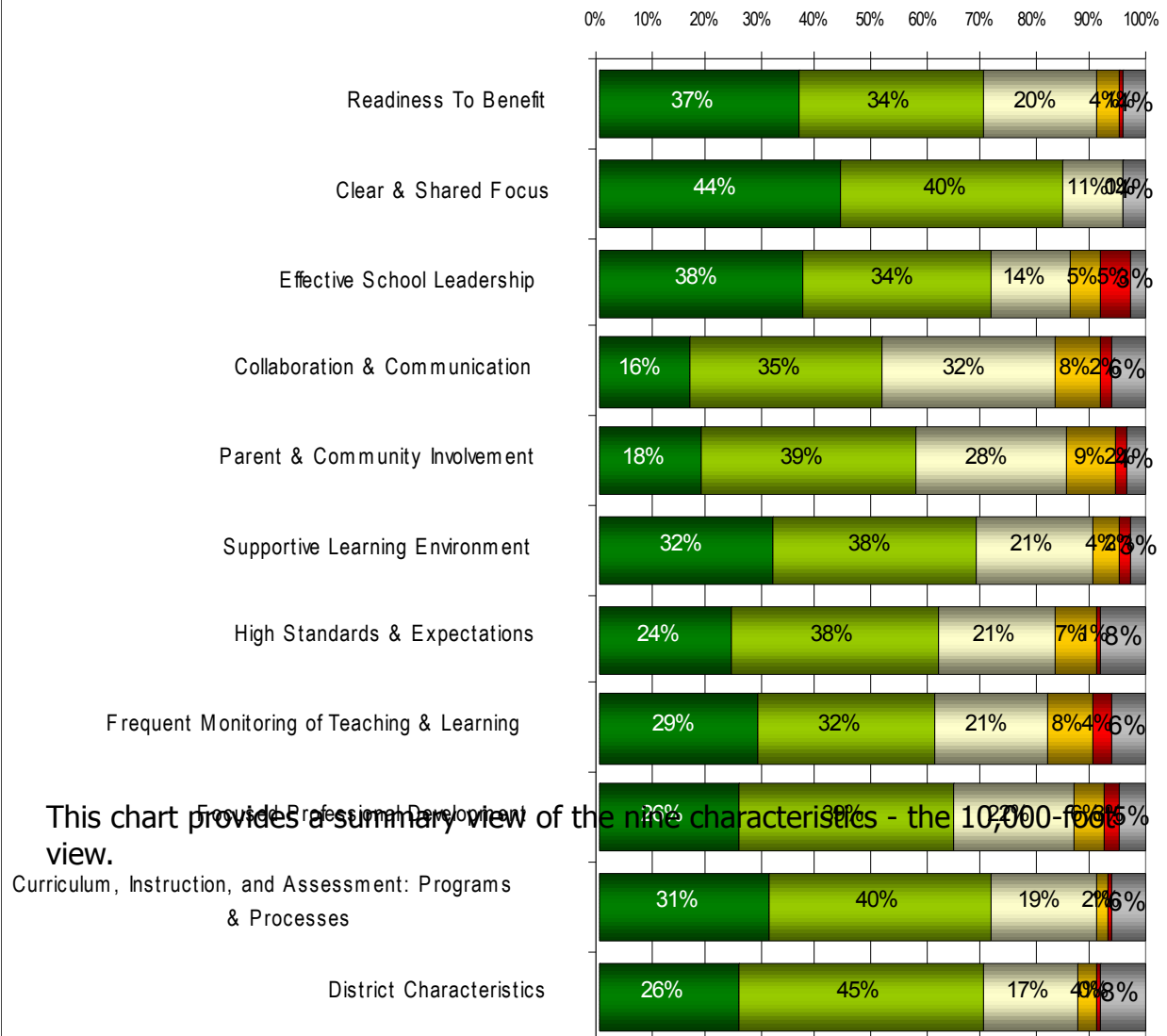
- 35.6% Native American
- 4.0% White
- 0.7% Asian or Pacific Islander
- 17.5% Special Education
- 28.9% Bilingual
- 12.6% Migrant
- 0.0% Unexcused Absences Rate
- 100% Qualify for free and reduced lunch

Student Achievement Data

WASL 2007-2008

	Reading	Math	Writing	Science
3rd Grade	48.2%	56.1%		

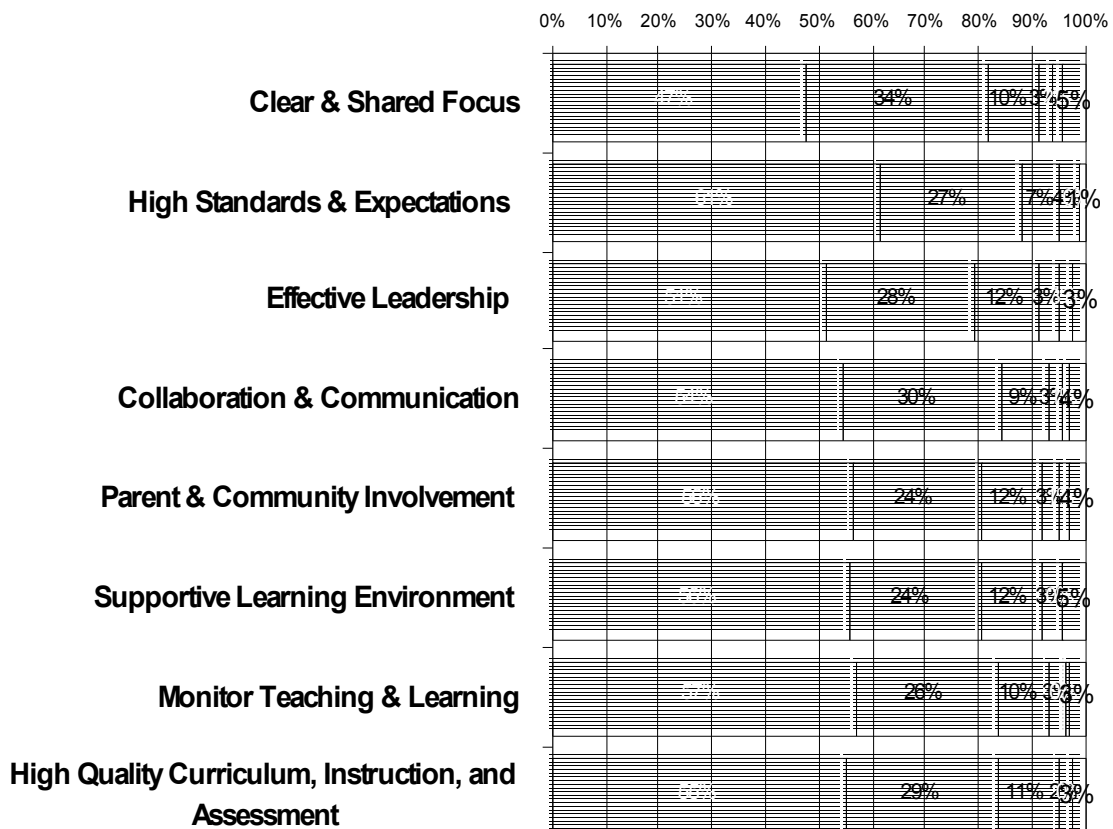
9 Characteristics of High Performing Schools Summary View



This chart provides a summary view of the nine characteristics - the 10,000-foot view.

Legend:
■ Almost Always True
■ Often True
■ Sometimes True
■ Seldom True
■ Almost Never True
■ Missing

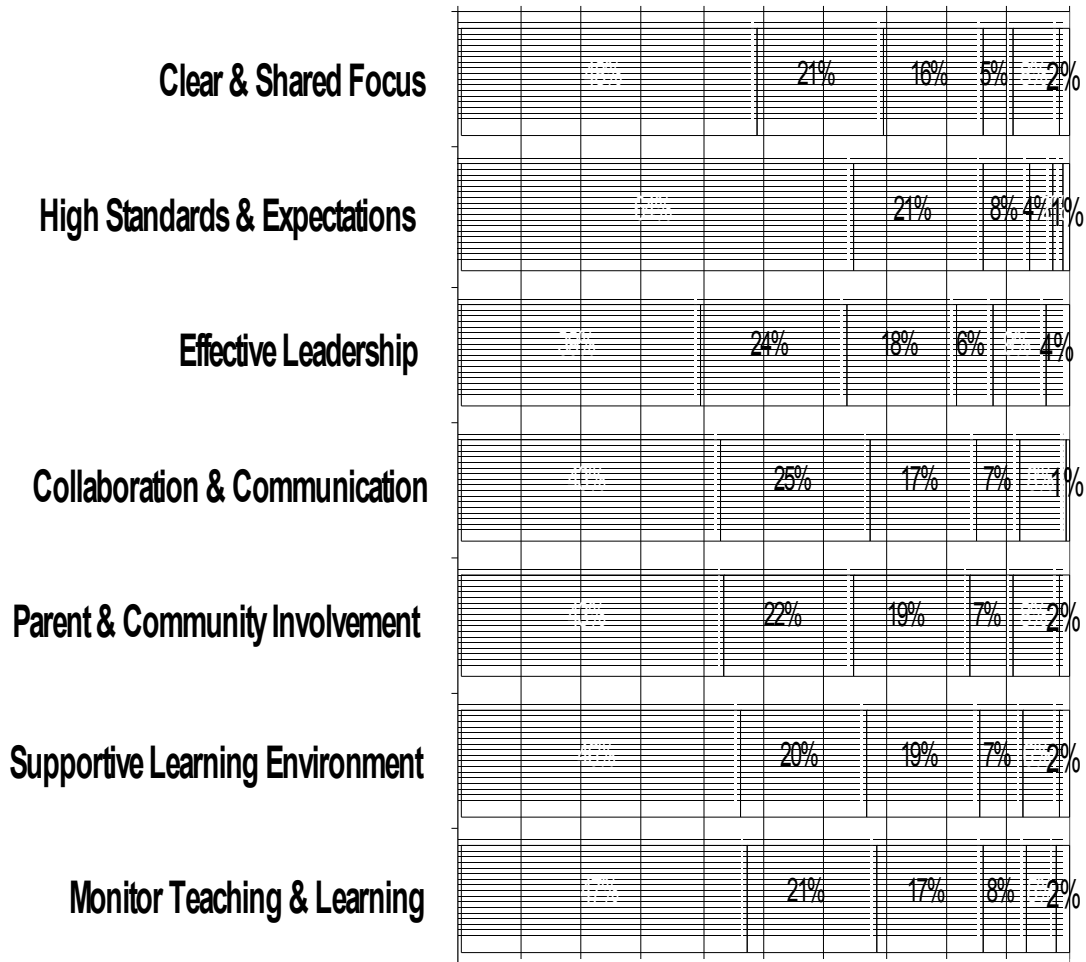
Parents' View- Nine Characteristics of High Performing Schools



Almost Always True
 Often True
 Sometimes True

Student View- Nine Characteristics of High Performing Schools

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Almost Always True
 Often True
 Sometimes True

Seldom True
 Almost Never True
 Missing



Improvement Goals

#2. School Reform Strategies

Improvement Goals

Kirkwood Elementary School has established goals for reading, writing, math, Family Friendly Schools, and technology. Staff will use the sustainability plan to guide their instructional strategies and improve student learning. Based on the prioritized areas of concern, stakeholders developed the following improvement goals:

Goal 1: By 2010, the number of Kirkwood Elementary students meeting or exceeding standards as measured by the Washington Assessment of Student Learning in **math** in the following grades will increase by 10%:

3rd from 56.1 to 66.1%

4th from 23.5% to 33.5%

5th from 59.2% to 69.2%

Goal 2: By 2010, the number of Kirkwood Elementary students meeting or exceeding standards as measured by the Washington Assessment of Student Learning in **reading** will increase by 10%:

3rd from 48.2% to 58.2%

Members of study teams were led/directed by a member from the School Improvement Team with expertise in the particular area. After reviewing the job description and stated goals, staff members were given the opportunity to volunteer for the study team that most interested them or where they had the highest level of knowledge and skill.

The Math Study Team Members are:

* Ann Clark, Catherine Fredericksen, Kamela Leach, and Emily Sevigny

The Reading Study Team Members are:

* Susan Rice, Leslie Huebner, Shawna Emch, and Leonette Adams

The Writing Study Team Members are:

* Anastasia Sanchez, Mary Walden, Brad Wiley, and Tina Allen

The Family Friendly School Study Team Members are:

*Tina Allen, Jackie Arambul, Mary Walden, *Anastasia Sanchez. Susan Rice, Ann Clark, Angela Miller, Catherine Fredericksen, Leonette Adams, Shawna Emch, and Brad Wiley

The ESL Study Team members are:

*Tina Allen, Jackie Arambul, Mary Walden, *Anastasia Sanchez. Susan Rice, Ann Clark, Angela Miller, Catherine Fredericksen, Leonette Adams, Shawna Emch, and Brad Wiley

The Technology Study Team members are:

Sabrina Castro, Melissa Brackney, Natalie riel, Allison McGuire, Jackie Arambul, Donna Barr, Linda Dietz, Ben Simpson, and Barb Moses.

*Denotes members of School Improvement Team

**Each year the study teams will change to add new staff members. For the 2006/07 school year Kirkwood will have several study teams they will be:

- Math Action Team facilitated by Ann Clark
- Reading Action Team facilitated by Susan Rice
- Technology Action Team facilitated by Donna Barr

Study Team Recommendations and Communicated to, and Discussed by, all Stakeholders

Team members met during early release for two hours, during planning times, and during staff meetings. Each team reviewed the portion of the School Improvement Plan they were responsible for. Once they completed this process they presented it to the staff. As a staff we reviewed the entire School Improvement Plan and voted what pieces we would keep or add to the plan. The final plan was voted on and approved by the Kirkwood Staff.

The School Improvement Team meets monthly to review current student, grade level and

Reading

The key components of the reading program are outlined in the Kirkwood Reading First Plan. The school already has in place research based instructional materials, the Open Court reading program, an intervention plan for struggling readers, 90-minute instructional blocks and leveled grouping. Through the School Improvement Action Plan for Reading, the study team has identified activities that will increase the skills of ELL students and expand the scope of best practices found in the Reading First kinder through third grade program into fourth and fifth grades. The School Improvement plan for reading reflects and enhances the Reading First Plan.

Math

Kirkwood Elementary math program is Everyday Math K-5. There have been many changes to the curriculum to the 2008 – 2009 school year. The changes will address district-wide concerns in mathematics, especially in the area of number sense.

Kindergarten teachers are being trained with the Kathy Richardson resource by the author of the resource herself for six days this school year. A part of the Richardson training is the diagnostic assessment resource that accompanies her materials. These assessments allow teachers to know what levels of performance students are currently working, and are linked to specific activities to use when a child is not performing to the expected level. All of these assessments relate to number sense. Four of the nine assessments will be used during the kindergarten year. The remaining five assessments are suited for older grade levels.

First and second grades are using the new resource called ORIGO. This resource concentrates on number sense, with an emphasis on mental math and strategies to help children manipulate numbers readily. In 2008-2009 second grade is also using the first grade materials, and will follow with a partial completion of the second grade materials. The ORIGO resource includes an assessment after every five lessons, and a culminating assessment for the year's work. This is necessary due to the need to make sure second graders develop a firm foundation for what is to follow. Both first and second grade also are completing units in measurement, geometry, and data/statistics, which are being developed by taking elements of several resources to meet the new Performance Expectations. Algebraic thinking is included in the ORIGO materials therefore no further units are being developed to address that content strand.

Third grade is blending Everyday Math units, which address the new PEs and are also using the first grade ORIGO to make sure that strategies and mental math skills are in place for a solid number sense foundation. Assessments used in third grade include district wide EM revised unit assessments, which align with the new PEs, and the ORIGO assessments.

Fourth and fifth grades, under the guidance of Tom Boyce, independent math consultant, are using a new resource, Investigations. This new resource employ more lessons to help students gain deeper understanding, and is a student centered/student sense making resource. Common assessments are developed with Mr. Boyce that are used district wide.

All grade levels continue to use several excellent problem-solving resources: GroundWorks, Building Mathematical Ideas, Problem Solver I and II, and released, annotated WASL items.

Kirkwood Elementary did not have a formal writing curriculum. Kirkwood staff researched writing curriculums and chose "Step Up to Writing" as their new writing program. The district in the area of writing will provide ongoing professional development.

Kirkwood Elementary now has a Family Friendly Involvement Action Plan. All Staff members are required to make monthly contacts with families in the form of home visits, phone calls, e-mails, personal contacts, and classroom newsletters.

Kirkwood also selected a school-wide citizenship program that was implemented school wide during the 04/05 school year. We have seen a reduction in referrals due to this program. New teacher receive training in the Make My Day program.

Kirkwood will have a technology coach for the 06/07 school year. The technology coach will provide training in implementing technology in the classroom in the areas of reading, writing, math, science, and social studies. The coaches will also role model lessons and provide training in using the hardware and software.

Writing

For the past four years, the district has been working to implement a formal writing curriculum. The building schedule was revised for the 08 – 09 school year to provide a daily 30-minute instructional writing block. Writing curriculums were researched and the district, with the support of those who piloted the programs, chose “Step Up to Writing”, “Units of Study” and a variety of writing strategies. The district has since hired national consultants to provide support and ongoing professional development to ensure fidelity across the grade levels and throughout the school. Yearlong grade level writing plans during the 08 – 09

school year. Teachers have worked in their grade level PLC's to design lessons in which all students can participate at the current level of ability. Teachers are currently working to integrate writing into all content areas.

Family Friendly Schools

The majority of staff members have been trained by Steve Constantino to provide customer service standards and cultural awareness. The School Improvement Team will provide one training per year for all staff on customer service standards and cultural awareness for all staff members. Focused Family Nights may include, but not limited to: Back to School Night, Curriculum Nights, Reading, Math, Writing, McTeacher Night, WASL Night, Halloween Carnival, Winter Program & Meet Your Teacher. Each grade level team will conduct one of the nine family nights a year.

English Language Learners

Currently Kirkwood Elementary has no English Language program that meets the needs of their English Language Learners (ESL). We are currently researching an ESL program that can be implemented throughout the content areas that will support our ESL students K-5.

#2.SWP School Reform Strategies Improvement Goals

Action Plans

The following action plans were based upon an analysis of data in Kirkwood Elementary's portfolio and the recommendations from study teams. Plans include goals, activities, professional development and resources needed to implement plans, timelines, and persons with lead responsibility, and methods/data for monitoring the effectiveness of the strategies selected.

Reading Action Plan

School Improvement Goal: By 2009, the number of Kirkwood Elementary students meeting or exceeding standards as measured by the Washington Assessment of Student Learning in reading will increase by 10% in grade levels 3rd, 4th, and 5th.

Strategy: Identify supplemental stories to improve reading performance in literary text comprehension and analyzing/interpreting informational texts.

Rationale: Supplementing weaknesses in core program will enhance student learning.

Activities to Achieve this Goal What actions will occur? What steps will staff take?	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 Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Identify and/or purchase supplemental stories to address literary text comprehension and analyzing/interpreting informational texts for grades 3-5	N/A	2008-2009	Curriculum Director, Principal, Reading Coach, Staff	Principal, School Improvement Team, Staff	Passages, stories, and/or chapter books will be identified, matched and available for instruction on 1) literary text comprehension and analyzing skills and, 2) interpreting informational texts
Procedures for evaluating success in reaching this goal: Increased WASL scores and MAPS scores					

Reading Action Plan

School Improvement Goal: By 2009, the number of Kirkwood Elementary students meeting or exceeding standards as measured by the Washington Assessment of Student Learning in reading will increase by 10% in grade levels 3rd, 4th, and 5th.

Strategy: Increase classroom discourse

Rationale: Student discourse assists students in building understanding of text ideas.

Activities to Achieve this Goal What actions will occur? What steps will staff take?	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 Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Use <u>Knee to Knee</u> and/or <u>Questioning the Author</u> to engage students in rigorous classroom discourse	Staff Book Study	2008-2009	Curriculum Director, Principal, School Improvement Team, Kirkwood Staff, Texts: <u>Knee to Knee</u> and <u>Questioning the Author</u>	Principal, School Improvement Team and Kirkwood Staff	During walk-throughs, the principal will record classroom-based evidence of student discourse. Data will indicate increased students scores on assessments.
Procedures for evaluating success in reaching this goal: Increased WASL and MAP scores.					

**SCHOOL IMPROVEMENT SUSTAINABILITY PLAN
KIRKWOOD ELEMENTARY SCHOOL
2009 – 2010
“READING”**

The Staff at Kirkwood Elementary:	Time Line	Responsibility	Monitoring Data (How WE did it)
• Daily 90 minute Reading Block	2009-2010	Principal & Staff	
• Three tier Reading Model	2009-2010	Principal / Curriculum Director Staff Spec. Ed. Director	
• Tutoring Program	2009-2010	Principal District 21 st Century	
• Certified and Classified professional development as needed	2009-2010	Principal Leadership Team Staff	
• New teacher and cross grade level transfers training	2009-2010	Principal Leadership Team	
• Accelerated Reader procedures	2009-2010	Principal, Staff Leadership	
• Consistent Open Court, Reading Mastery, Corrective	2009-2010	Principal Leadership Team Reading Coach	

Reading and Intervention (SIPPS, Intensity Boards) routines and procedures			
<ul style="list-style-type: none"> Professional Learning Communities (PLC) Meetings 	2009-2010	Principal, Staff Leadership Team	
<ul style="list-style-type: none"> Dibels Progress Monitoring 	2009-2010	Principal Leadership Team Staff	
<ul style="list-style-type: none"> Fluency Practice 	2009-2010	Principal, Grade Levels	
<ul style="list-style-type: none"> Workshop 	2009-2010	Principal Staff	
<ul style="list-style-type: none"> Reading Homework 	2009-2010	Leadership Team Grade Level Teams	
<ul style="list-style-type: none"> Data Driven Instruction 	2009-2010	Principal Leadership Team Grade Level Teams	
<ul style="list-style-type: none"> Core Phonic Survey Diagnostic Decoding Survey 	2009-2010	Reading Coach	
<ul style="list-style-type: none"> DIBELS 	Fall, Winter & Spring	Curriculum Director Principal Reading Coach	
<ul style="list-style-type: none"> Sound Spelling Cards access for students 	2009-2010	Principal Staff	
<ul style="list-style-type: none"> Multisyllabic word instruction grades 2-5 	2009-2010	Curriculum Director Principal Reading Coach	

Math Action Plan

School Improvement Goal: By 2010, the number of Kirkwood Elementary students meeting or exceeding standards as measured by the Washington Assessment of Student Learning in math will increase by 10% in grades 3rd, 4th, & 5th.

Strategy: Aligning PEs and Instructional Materials.

Rationale: When instruction is focused, student learning increases.

Activities to Achieve this Goal What actions will occur? What steps will staff take?	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 Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Identify the gaps between the PE's and the adopted curriculum. The district has provided Ground-works, Problem Solver II, & Building Math Ideas as resources to deepen student understanding.	Research materials available Time	Ongoing after PE alignment 2009-2010	School District Staff Internet Curriculum ELL Technology	Math Team Staff Principal Math Coach	Gaps are filled and needs of students are met Staff development is based on the gaps
Classrooms will do a graphing lesson once a month, making sure to include the 6 parts of a graph, and analyzing the data.	Math Coach & Math Director	2009-2010	WASL Release Items & teacher made materials	Math Coach & Math Director	Lesson Plans Staff development based on need
Procedures for evaluating success in reaching this goal: PE's will be aligned with current curriculum.					

Math Action Plan

School Improvement Goal: By 2010, the number of Kirkwood Elementary students meeting or exceeding standards as measured by the Washington Assessment of Student Learning in math will increase by 10% in grades 3rd, 4th, & 5th.

Strategy: Materials used to support the PE's (Curriculum) and the needs of our students.

Rationale: To improve instruction for all learners and to plan intervention strategies to increase student achievement.

Activities to Achieve this Goal What actions will occur? What steps will staff take?	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 Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
We will focus on conceptual Number sense development	PLC, trainings	2009-2010	Through all curriculum	Curriculum director, Principal, Math Coaches	Unit assessments, MAPS, WASL, Data binders Classroom based evidence
Fact Fluency based on knowledge and use of strategies	PLC	2009-2010	Origo	Curriculum Director, Math coaches	Minute timings
Efforts will be made to provide time to support math interventions.	Time	2009-2010	TBD	Math Coach Math Team	MAPs tests
Staff will use data gathered from common assessments to guide instruction. Use unit assessments effectively by scoring with rubrics when possible, separating individual question scores according to PE targets. Staff will use informal assessments such as exit slips to inform instruction on daily basis. Staff will be trained on how to access MAPS data.	PLCs	On going	Classroom & district Assessments	Staff Math Coach	Classroom Observations & Unit test scores
Math games will be played when indicated in the lesson.	N/A	2009-2010	N/A	Math Coach Principal Grade Level Teachers	Math games implemented
Procedures for evaluating success in reaching this goal: WASL math scores will increase by 10%.					

<p>SCHOOL IMPROVEMENT SUSTAINABILITY PLAN</p> <p>KIRKWOOD ELEMENTARY SCHOOL</p> <p>2009-2010</p> <p>“MATH”</p>
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The Leadership Team at Kirkwood Elementary:	Month	Responsibility	Monitoring Data (How WE did it)
<ul style="list-style-type: none"> Math Sustainability Plan 	2009-2010	<i>Curriculum Director</i> Math Coach Principal Teachers	
<ul style="list-style-type: none"> Continue grade level PLC meetings 60 minutes a week 	2009-2010	Math Coach Grade level teams Principal	
<ul style="list-style-type: none"> Continue implementing a 60 min. (kinder) and 90 min. (gr. 1-5) daily math instruction time. 	2009-2010	K-5 Teachers Principal Math Coach	
<ul style="list-style-type: none"> Continue problem solving at least three times per week 	2009-2010	Math Coach Teachers	
<ul style="list-style-type: none"> Continue teaching basic math facts strategies 	2009-2010	K-5 Teachers Math Coach	
<ul style="list-style-type: none"> Training on math curricula for staff and new hires. 	TBD	Math Coach Teachers	
<ul style="list-style-type: none"> MAPS Diagnostic assessment will be used three times a year. 	On going	Principal/Teachers	
<ul style="list-style-type: none"> Research and implement best teaching practices in all content and process strands of K-5 math. Best practices will include discourse (math talk/discussion), questioning strategies. 	2009-2010	Principal Curriculum Director	
<ul style="list-style-type: none"> Grades 3-5 will use incorporate the use WASL released items as a part of each unit of instruction. 	2009-2010	SIP, Principal, & Teachers	

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Writing Action Plan

School Improvement Goal: By 2010, 54.2% of Kirkwood Elementary students will meet the standards in writing as measured by the 4th grade Washington Academic Student Learning Assessment.

Strategy: Research and develop a plan of instruction for writing.

Rationale: Students' writing scores will increase.

Activities to Achieve this Goal What actions will occur? What steps will staff take?	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 Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
K-5 implement methods and strategies of IVF, quick sketch, two column notes, and guided highlighting	Provide on going training	Ongoing	Early Release days Title I funds	Nelia Solberg Yolanda Westerberg Principal School Improvement Team	Weekly lesson plans and walk throughs
Develop and use assessment and scoring-rubrics	Develop during PLC and early release days	Ongoing	Title I	Nelia Solberg & Yolanda Westerberg; School Improvement Team	Rubrics developed and used in the classroom
Include family writing tips in Tuesday newsletter at least three times a year.	N/A	Ongoing	School wide Writing Plan Internet Curriculum Newsletter	Principal and School Improvement Team	Newsletters

Focus on increasing students' knowledge of writing conventions	Writing training	Ongoing	Step Up to Writing, Units of Study, mini-lessons, and Daily Bites	Nelia Solberg, Yolanda Westerberg and School Improvement Team, Staff	Weekly lesson plans and walk throughs
Procedures for evaluating success in reaching this goal: WASL scores will increase in writing.					

**SCHOOL IMPROVEMENT SUSTAINABILITY PLAN
KIRKWOOD ELEMENTARY SCHOOL
2009-2010
"WRITING"**

The Writing Team at Kirkwood Elementary:	Month	Responsibility	Monitoring Data (How WE did it)
<ul style="list-style-type: none"> Dedicated time for writing instruction/application 150 minutes a week 		Principal School Improvement Team	
<ul style="list-style-type: none"> Evidence of student writing in content areas: social studies, science, math, and reading 		Principal	
<ul style="list-style-type: none"> Two - four writing in-services /trainings provided per year to meet teachers' needs as time allows 		Principal	
<ul style="list-style-type: none"> Evidence of students/teachers using "Step Up to Writing" and Units of Study 		Principal Staff	
<ul style="list-style-type: none"> Research additional methods and strategies to enhance current writing skills/curriculum 	Ongoing	Writing Action Team	
<ul style="list-style-type: none"> Provide training for new staff on current writing curriculum 	Ongoing	Principal	

<ul style="list-style-type: none"> Provide ongoing professional development for staff based on the writing plan as funds are available 	Ongoing	Principal	
<ul style="list-style-type: none"> Scope & sequenced writing plan developed 	Ongoing	Principal & SIT	

6. SWP Parent Involvement

Family Friendly Schools Action Plan

School Improvement Goal: By 2010, Kirkwood Elementary will become a family friendly school and increase the amount of families participating at Kirkwood Elementary functions.

Strategy: Increase Family / Community Involvement

Rationale: Parent involvement will increase student achievement.

Activities to Achieve this Goal What actions will occur? What steps will staff take?	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 Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Two teacher home visits per school calendar year	Principal	Ongoing	Basic Ed. Funds	Principal	Monthly Contact Log
Develop a process for students to measure their growth in all subjects	SIT	2009-2010	Federal Funds	Principal	Training Logs Growth logs
Procedures for evaluating success in reaching this goal: Family involvement will increase.					

**SCHOOL IMPROVEMENT SUSTAINABILITY PLAN
KIRKWOOD ELEMENTARY SCHOOL
2009-2010
“FAMILY FRIENDLY”
6. Parent Involvement**

The Leadership Team at Kirkwood Elementary:	Month	Responsibility	Monitoring Data (How WE did it)
<ul style="list-style-type: none"> • KW Planning Committee consisting of teachers, paraprofessionals, support staff and principal will meet. 	Monthly	Principal KW Planning Comm.	
<ul style="list-style-type: none"> • Focused Family Nights may include, but not limited to: Back to School Night, Curriculum Nights, Reading, Math, Writing, McTeacher Night, WASL Night, Halloween Carnival, Winter Program & Meet Your Teacher. • Each grade level team will conduct one of the nine family nights a year 	Minimum of nine family nights a year	Principal KW Planning Comm.	
<ul style="list-style-type: none"> • Student of the Month Assembly: Teachers will call and invite families to attend. 	Monthly	Principal Teachers	
<ul style="list-style-type: none"> • All KW Staff members will attend at least 3 Family Nights per year 	Yearly	All KW Staff	
<ul style="list-style-type: none"> • One training per year for all staff on customer service standards and cultural awareness 	Yearly	All KW Staff	
<ul style="list-style-type: none"> • Staff will facilitate effective two-way communication with all KW families each month by: e-mail, phone calls, home visits, conferences, classroom websites, Family Support Team, letters or newsletters 	Monthly	All KW staff	
<ul style="list-style-type: none"> • Family Involvement Policy 	Review once a year	SIT/PTO	

<ul style="list-style-type: none"> Student-led conferences conducted twice a year 	Twice a year	SIT	
<ul style="list-style-type: none"> Provide family literacy classes 	Ongoing	SIT/21 st Century	

ELL Action Plan

School Improvement Goal: Annually 70% of the eligible ESL students at Kirkwood Elementary will show progress on the WLPT.

Strategy: Implement an ESL program

Rationale: The rationale is to close the achievement gap for our English Language Learners.

Activities to Achieve this Goal What actions will occur? What steps will staff take?	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 Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Research, select, and implement an ESL program K-5	Staff Training	2008-2010	STBP and Title III	All staff members Bilingual Director Curriculum Director	DIBELS WASL WLPT CBA

SCHOOL IMPROVEMENT SUSTAINABILITY PLAN KIRKWOOD ELEMENTARY SCHOOL 2009-2010 “BUILDING”

The staff at Kirkwood Elementary:	Month	Responsibility	Monitoring Data (How WE did it)
<ul style="list-style-type: none"> Continue celebrations for students such as; Student of the Month, Lunch with the Principal, WASL Assembly and door decorations, AR store, Top Reader Award, Math Award, Attendance, 	Monthly/ Yearly	Principal, Counselor Librarian Reading & Math Coaches Teachers	

Homework, Citizenship and the President's Awards.			
<ul style="list-style-type: none"> Continue Sunshine Club for staff 	Ongoing throughout school-year	Sunshine Club	
<ul style="list-style-type: none"> Continue Make Your Day Citizenship Program 	Ongoing throughout school-year	All staff	
<ul style="list-style-type: none"> Continue grade level PLC meetings 	Daily	Principal, Coaches Teaching Staff	
<ul style="list-style-type: none"> Continue notifying families when their child receives Student of the Month Award and/or Achievement awards 	Monthly/ Yearly	Classroom Teachers	
<ul style="list-style-type: none"> Contact families of absent students and write on attendance sheet why the child was absent 	Daily	Home Liaison	
<ul style="list-style-type: none"> Continue Family Support Team meetings 	Weekly	Principal Counselor Coaches Teachers Psychologist	
<ul style="list-style-type: none"> Continue Data Carousel 	Learning Improvement Day (LID)	Principal Leadership Team	
<ul style="list-style-type: none"> Continue Educational Effectiveness Survey for staff and families 	September 2006	District Principal Leadership Team	
<ul style="list-style-type: none"> Continue Student Data Portfolios 	Ongoing	Principal Teachers	
<ul style="list-style-type: none"> Continue Award for staff 	Monthly	Principal	
The staff at Kirkwood Elementary:	Month	Responsibility	Monitoring Data (How we did it)
<ul style="list-style-type: none"> Continue staff meetings 	Bimonthly	Principal	
<ul style="list-style-type: none"> Continue Parent Teacher Organization (PTO) meetings 	Monthly	Principal	
<ul style="list-style-type: none"> Continue monthly school calendar for staff 	Monthly	Principal	

<ul style="list-style-type: none"> • Provide professional development and mentoring for new staff as needed 	Ongoing	Principal Coaches Collaboration Teams	
<ul style="list-style-type: none"> • Develop building/staff schedules 	Spring	Principal Leadership Team	
<ul style="list-style-type: none"> • Continue professional article/book study 	Minimum of 1 per year	Principal	
<ul style="list-style-type: none"> • Continue Kindergarten graduation 	Yearly	Kinder Teachers Principal	
<ul style="list-style-type: none"> • Continue End of the Year Award Assembly 	Yearly	Principal	
<ul style="list-style-type: none"> • Learning Targets are posted and shared with the students in all subjects 	Daily	Principal	

<p>SCHOOL IMPROVEMENT SUSTAINABILITY PLAN KIRKWOOD ELEMENTARY SCHOOL 2009-2010 “SCHOOL IMPROVEMENT LEADERSHIP TEAM”</p>
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The Leadership Team at Kirkwood Elementary	Month	Responsibility	Monitoring Data (How WE did it)
<ul style="list-style-type: none"> • Exist to manage, monitor, and oversee the on going process of school improvement. 	Ongoing	SIT	
<ul style="list-style-type: none"> • Derives its authority from the entire staff decision-making process. 	Ongoing	SIT Staff	
<ul style="list-style-type: none"> • Membership shall consist of Building Principal, School Coaches, and representatives from the various grade levels, Paraprofessionals, Specialists, and Families/ Community members may also be represented on the team. 	Ongoing	Principal	

<ul style="list-style-type: none"> There will be a maximum of 14 members on the School Improvement Team. The team will meet twice a month. 	Ongoing	Principal Leadership Team	
<ul style="list-style-type: none"> Team members shall serve for a period of two (2) years, with an agreed upon rotation system that will allow for new members to join/be appointed, thus assuring that new leadership can emerge. The Principal and Coaches are not part of that rotation and will remain a member. 	Ongoing	Principal Leadership Team	
<ul style="list-style-type: none"> The Toppenish School District shall appoint a Central Office Administrator to the School Improvement Team. This representative does not count in the maximum number and will serve in an advisory capacity and attend when deemed necessary. 	Ongoing	Superintendent	
<ul style="list-style-type: none"> Representatives will take curriculum decisions to the staff from the SIT. A staff vote will be taken using the consensus model already in place. 	Ongoing	Principal Leadership Team	
<ul style="list-style-type: none"> Team members agree to attend the OSPI Summer Institute and January Conference, each year. The number of attendees will be based on funding. 	Ongoing	Principal Leadership Team	
The Leadership Team at Kirkwood Elementary	Month	Responsibility	Monitoring Data (How WE did it)
<ul style="list-style-type: none"> The School Improvement Team has the responsibility to lead the staff in reviewing, updating and/or modifying the School Improvement Plan annually with staff consensus using available data. 	Ongoing	Principal Leadership Team Staff	
<ul style="list-style-type: none"> The School Improvement Team will design and publish a Staff Professional Development Plan that will address the needs generated by the annual review of the School Improvement Plan, and will be aligned to the School Improvement Plan. 	Ongoing	Principal, Leadership Team District Curriculum Director	
<ul style="list-style-type: none"> The Principal, SIT and Staff will develop and publish a monthly 	Ongoing	Principal	

School Calendar.			
<ul style="list-style-type: none"> The School Improvement Team will communicate to Kirkwood Families and community information related to the School Improvement Process/Plan through the Parent Handbook, the Kirkwood Website and Kirkwood Newsletter. 	Ongoing	Principal Leadership Team	
<ul style="list-style-type: none"> The School Improvement Team will develop and implement a process to orient all new staff to the School Improvement Process and the School Improvement Plan. 	Ongoing	Principal Leadership Team	
<ul style="list-style-type: none"> The focus of the School Improvement Team will be on the improvement of instruction, student learning and family engagement using researched best practices 	Ongoing	Principal Leadership Team	
<ul style="list-style-type: none"> The School Improvement Team will be responsible for submitting a two (2) page Annual Report on the progress noted through the School Improvement Planning Process, and will make an annual presentation to the Toppenish School Board. 	June of each year	Principal Leadership Team	
<ul style="list-style-type: none"> The commitment of Kirkwood Staff to the School Sustainability Agreement will be in the form a signature page. 	Feb. of each year	Principal Leadership Team	
<ul style="list-style-type: none"> School Improvement Team Retreat will meet yearly 	May of each year	Principal Leadership Team	

#3. SWP PROVIDE INSTRUCTION BY HIGHLY QUALIFIED STAFF

No Child Left Behind (NCLB) Highly Qualified Teacher Qualifications Requirements

All Kirkwood teachers but one and all paraprofessional staff meet the requirements of highly qualified as required by NCLB. This information is tracked through the district personnel office. The requirements include:

- Teacher has earned at least a bachelor's degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

To ensure that our staff is highly qualified to provide the best instruction, the reading and math coaches will provide training in research proven strategies. The coach will model lessons for individual teachers. It will be the coach's responsibility to see that all teachers have appropriate materials. The reading coach will also supervise the placement of students in their appropriate instructional levels for skill instruction in reading.

The reading and math coach along with curriculum director will support teachers as they try strategies and implement new materials, assist in planning interventions for failing students, participate in professional development activities to equip educators with the knowledge base they need for effective reading instruction, and provide the support system necessary to ensure smooth implementation and enduring effects.

Kirkwood also has a technology coach that provides workshops on demand and targets the area of integrating core curriculum with technology.

In complement to staff development, Garfield Elementary conducts family nights for parents and families. The parent nights are designed to provide parents with an understanding of district/state curriculums and to provide them with strategies that parents can utilize at home to reinforce and complement what is being taught at school.

Trainings are coordinated and are focused around successful student understanding and application of the state standards – EALR's/GLE's & PE's.

Instruction by Highly Qualified Paraprofessionals Staff

No Child Left Behind (NCLB) Highly Qualified Paraprofessionals Requirements

All paraprofessionals at Kirkwood Elementary meet the highly qualified paraprofessionals guidelines of NCLB.

Throughout the Toppenish School District, highly qualified paraprofessionals are encouraged to further their education and pursue degrees in education. The district works closely with Heritage University to assist those interested in obtaining their degree.

The paraprofessionals staff is active participants in district and building professional development. They are included in the bi-monthly early release days. They are provided training to increase their knowledge of and ability to assist in instructing reading, writing, and math. To ensure the quality of instruction, the paraprofessional staff, attend daily trainings with the building reading coach to solidify their understanding and application of the key Open Court instructional and assessment strategies. During these daily trainings, the paraprofessional staff has the opportunity to question and clarify areas of uncertainty.

The paraprofessional staff plays an important role in the assessment of student learning (Diagnostic Decoding test, DIBELS Progress Monitoring) and assists the classroom teachers in disaggregating student data. By working with the building reading coach, data is analyzed and adjustments are made to their instructional presentations.

Attract High-Quality, Highly Qualified Teachers – SWP #5

Kirkwood Elementary strives to attract highly qualified teachers. In addition to using a research-based math and reading curriculum, Kirkwood Elementary is committed to a coaching model. For the 2008 – 2009 school year, Kirkwood Elementary has a full time reading coach and a half time math coach for grades K – 2 and another half time math coach for grades 3 - 5. In addition, Reading First and the district provide professional development opportunities to staff outside of the classroom. Staff members can obtain clock hours for their participation in district offered training.

The district participates in the Teacher Induction Grant (TIG), which, provides mentoring and support for new teachers. Given the nature of our student population, Toppenish School District offers support in obtaining an ESL endorsement through Heritage University. Kirkwood Elementary participates in the CEE survey, which provides perception data for the building.

Professional Development

SWP#4)

The District Calendar Committee has established topics for training for the Early Release days scheduled for the 2007-08 school year. (A copy is attached) "Principal" designated days will be devoted to the goals of the School Improvement Plan. The specific topics for each date will be determined prior to the end of the school year by the Learning Improvement Team in collaboration with the Math, Reading and Writing study groups. **The Action Plans from each study group have clear professional development needs identified.** Kirkwood will also work closely with the District Bilingual Task Force to bring high quality ELL strategy training to our teachers. We are currently working with the District Math Committee on researching a district-wide assessment tool for math and the appropriate in-service training to accompany its implementation.

8/13-22/08	Kinder Academy	Anastasia	K
8/18-22/08	Teacher Induction	Patty Schmella	K-5
8/19/08	New Teacher Orientation	John Cerna	K-5
8/26/08 LID	Make Your Day	Anastasia Sanchez	All Staff
8/27/08 LID	8:00-11:00 Marzano, Art & Science of Teaching 12:00-3:30 Math Standards	Math Coaches	All Teachers
8/28/08	AM Valley View Elementary PM Kirkwood Elementary Building Orientation	Steve Myers & Anastasia	All Staff
9/8/08	Math Curriculum Mapping	Tom Boyce	4th grade Teachers
9/9/08	Math Curriculum Mapping	Tom Boyce	5th grade Teachers
9/17/08	Writing	Soberg	2nd grade all day
9/18/08	Writing	Solberg	AM 3rd PM 4th
9/22/08	Writing	Yolanda	5th grade

9/25/08	Math Training	Clark/Sevigny	AM Kinder PM 1st
9/29/2008 Early Release	Data Day	Anastasia Sanchez	All staff
9/30/08	Math Training	Clark/Sevigny	AM 2nd PM 3rd
10/2-3/08	Kathy Richardson Math Training	Kathy Richardson	All day
10/9/08	Writing Training	Yolanda	5th grade teachers
10/10/08 In-service Day	Math Standards	Clark/Sevigny	All Teachers
10/15/2008 Early Release	Data Day	Anastasia & SIT	All Staff
10/21/08	Math Training	Clark/Sevigny	AM Kinder PM 1st
10/22/08	Math Training	Clark/Sevigny	AM 2nd PM 3rd
10/23/08	Math Training	Clark/Sevigny	AM 4th PM 5th
10/27/08	Writing Training	Neilia	AM Kinder PM 1st
10/28/08	Writing Training	Neilia	AM 3rd PM 4th
10/29/08	Writing Training	Neilia	AM 2nd grade
10/29/2008 Early Release	Writing Training	Neilia/Yolanda	K-4 Teachers 5th at TMS
10/3/08	Math Curriculum Mapping	Tom Boyce	4th grade Teachers
10/4/08	Math Curriculum Mapping	Tom Boyce	5th grade Teachers
11/19/2008 Early Release	Marzano, Art & Science of Teaching	Patty Schmella	All Staff

12/2/08	Math Training	Clark/Sevigny	AM 4th PM 5th
12/3/2008 Early Release	Science Curriculum Mapping Science Inquiry	Walt Wagner/Shawn Myers	All Staff
12/4/08	Math Training	Clark/Sevigny	AM 2nd PM 3rd
12/5/08	Math Training	Clark/Sevigny	AM 4th PM 5th
1/12/09	DIBELS Testing Begins	Testing Team	
1/14/2009 Early Release	Writing Training PLC Reading Training 5th grade	Neilia	AM 2nd PM K-4
1/15/09	Writing Training	Neilia	AM 3rd PM 4th
1/16/09	Writing Training	Neilia	AM Kinder PM 1st
1/23/09	DIBELS Testing Ends	Testing Team	
1/26/09	MAP Testing Begins	Building	
1/27/09 District Wide	90th Day	Staff directed	
1/28/09	Writing Training	Yolanda	5th grade Teachers All Day
2/4/2009 Early Release	DIBELS Data Day	Susan Rice	All Staff
2/11/09	MAP Testing Ends	Building	
2/18/09	Math Training	Clark/Sevigny	AM Kinder PM 1st
2/19/09	Math Training	Clark/Sevigny	AM 2nd PM 3rd
2/20/09	Math Training	Clark/Sevigny	AM 4th PM 5th

2/25/2009 Early Release	Marzano, The Art and Science of Teaching	Patty Schmella	All Staff
2/26-27/09	Kathy Richardson Math Training	Kathy Richardson	All day
3/2/09	Math Curriculum Mapping	Tom Boyce	4th grade Teachers
3/3/09	Math Curriculum Mapping	Tom Boyce	5th grade Teachers
3/5-6/09	Kathy Richardson Math Training	Kathy Richardson	All day
3/9/09	WASL Proctor Training for Coordinators	Patty Schmella	9:00
3/11/2009 Early Release	Science Curriculum Mapping Science Inquiry	Walt Wagner/Shawn Myers	
3/19/09	Writing Training	Yolanda	5th grade Teachers All Day
3/20/09 State In-service	Math Standards	Clark/Sevigny	All Staff
3/25/2009 Early Release	Writing Training	Neilia	AM 2nd grade PM K-5
3/26/09	Writing Training	Neilia	AM 3rd PM 4th
3/27/09	Writing Training	Neilia	AM Kinder PM 1st
4/8/2009 Early Release	Proctoring the WASL Training	Anastasia Sanchez	All Staff
4/13/09	WASL Testing Begins	All Staff	All Staff
4/22/2009 Early Release	Marzano, The Art and Science of Teaching	Patty Schmella	All Staff
5/1/09	WASL Testing Ends	All Staff	All Staff
5/6/2009 Early Release			

5/11/09	DIBELS Testing Begins	Testing Team	
5/11/09	Math Curriculum Mapping	Tom Boyce	4th grade Teachers
8/12/09	Math Curriculum Mapping	Tom Boyce	5th grade Teachers
5/20/2009 Early Release			
5/26/09	MAP Testing Begins	Building	All Staff
5/27/09	DIBELS Testing Ends	Testing Team	
6/8/09	Math Curriculum Mapping	Tom Boyce	1 representative from each grade 4th & 5th
6/12/09	MAP Testing Ends	Building	

Parent Involvement

Required for SWP #6

Each study team has outlined parent involvement activities to be implemented commencing in the 2008-2010 school year. Kirkwood was fortunate this past year to have an interested group of families that have lay the groundwork for a parent organization. They formed a formal Parent Teacher Organization (PTO) in January of 2004.

Teachers will foster parent involvement through family nights, newsletters, websites, phone calls, home visits, Internet, and handbook. Parents will be invited to participate in parent training sessions sponsored by the school PTO, and Family Education classes. A minimum of nine Family Nights a year will be conducted one of the nine Family Nights will be conducted by grade level teams. We will also conduct the family survey to find areas that we can improve in. Simple survey will be conducted during the spring parent conference. Family Friendly School Training, which began in 2004/2005 for administrators: staff will be continued.

Our Family Friendly Action Plan and Sustainability Plan reflect our parent involvement activities for the current school year. Family Involvement Policy has also been developed and will be reviewed by SIT and PTO.

KIRKWOOD ELEMENTARY SCHOOL FAMILY INVOLVEMENT POLICY
FAMILY INVOLVEMENT

The Kirkwood Elementary School and Parent Teacher Organization (PTO) believe that the education of children is a joint responsibility. To ensure that the best interests of the child are served in this process, strong communication and/or collaboration between home and school must be maintained. Kirkwood Elementary School and the PTO recognize that parents and families are a child's first and most important teachers. When children enter school, the schools, families, communities, and the children themselves share the responsibility for their learning.

Kirkwood Elementary School and the PTO also believes that:

- Families of all cultures, languages, and incomes care deeply about their children's success;
- Family-school-community collaboration and partnerships benefit all children; and
- Each school employee will strive to create a welcoming and family friendly atmosphere for all children.

Communication

- Conduct family-student-teacher conferences, meetings at a variety of times or conduct in-home conferences and communicate by email to PTO;
- Hold Meet Your Teacher Nights, Family Nights and communicate with families by telephone and e-mail;
- Produce Building and Classroom Newsletters with information on programs, meetings and other activities will be sent to families and posted on the Kirkwood website in Spanish/English;

Planning and Decision Making

- Kirkwood Elementary School and the PTO will actively enlist family participation in planning and developing School Improvement and Title 1 School wide plans;
- Kirkwood Elementary School and the PTO will seek out parent input on all matters related to family involvement policy as well as the adoption and implementation of model approaches and training programs directed toward increasing family involvement.

Collaboration

- Kirkwood Elementary School and the PTO, and families will collaborate to evaluate the effectiveness of family involvement policies in improving the academic achievement of students;
- Families, educators and community members will work together to promote and increase educational opportunities for children;

Supporting Student Learning

- Kirkwood Elementary School and the PTO will provide opportunities for parents to learn effective ways to support their students' educational needs at home;
- Kirkwood Elementary School and the PTO will ensure that families receive information on state assessment system;
- Offer educational programs including literacy activities that are responsive to the needs of families.

Opportunities for Involvement

- Families are welcomed as volunteers at Kirkwood Elementary School;
- Volunteer opportunities will capitalize on the expertise, interests and skills of the parents and have a direct connection to school and Kirkwood goals;
- Families will assist in identifying and addressing barriers to parent involvement;
- Families will be invited and encouraged to have a role on PTO and Committees;
- Kirkwood Elementary School and the PTO will support opportunities for involvement by supporting regional parent conferences and other local family events as well as provide child care and transportation when appropriate;
- Kirkwood Elementary School and the PTO will work with families in finding strategies to enhance and encourage the involvement of other parents.

Reviewing the Policy

- Kirkwood Elementary School and the PTO will convene a group made up of parents, students, community and staff every two years to evaluate, review and revise this policy.

SWP #7 Coordinate Transitions

Transition Plans for Preschools and Between Grade Levels

A kindergarten orientation and registration will be held in April. Building and administration staff holds an informational meeting with parents of students attending Head Start, Tribal Head Start and the Toppenish School District Preschool program. Kirkwood Elementary works with EPIC, WSMC, and Tribal Head Start to provide visitations for incoming kindergarten students. We provide students and families an opportunity to meet the personnel of the schools they will be attending. Kirkwood will also participate in a Summer Kinder Academy to provide a two week, half day program to incoming kinder students prior to the start of school. This is done to improve the transition from home/preschool to the school setting. Kirkwood also participates in staffing for incoming students from the Developmental Preschool. This allows staff to prepare to meet the special needs of these students.

Each year, the Middle School coordinates with the 5th grade classrooms to provide a visitation or Open House for students leaving our building for 6th grade. This allows students to become familiar with routines and the campus prior to the start of school. We also work with the 6th grade periodically to make placement decisions and review curriculum. Kirkwood will also provide transition from one grade to another within the building. Kindergartners will visit first grade classrooms, first will visit second grade classrooms, second will visit third grade classrooms, third graders will visit fourth grade classrooms, and fourth graders will visit fifth grade classrooms.

Individual data follows students who transition between grade levels as well as those who transition between buildings. The curricular continuity between buildings assists students in transition between schools.

Response to School Performance Review (formerly Educational Audit)

Monitoring the Plan

The Kirkwood Elementary School uses a portion of their early release schedule to monitor and adjust the School-Wide Improvement Plan. Data is continually reviewed during daily Professional Learning Community meetings and the results/findings are used to inform and adjust planning and instruction. Annual data carousels are held in August to review all cumulative data from the previous school year including DIBELS, WLPT, and WASL data so that the instruction goals and strategies can be revised to meet current needs.

The entire list of prioritized concerns is included. The top six concerns of the Kirkwood Staff are:

Data Carousel Next Steps to Address Challenges in Math 2008-2009

Number Sense in grades third, fourth, and fifth is a major challenge for Kirkwood this year. When examining strand data, Number Sense is always the lowest score. While the school is making gains, and there are fewer students at Level 1, Number Sense is a concern we must address.

Kirkwood's next steps to meet the challenges identified in math will focus on Number Sense. As a district, many changes are in place to address the improvement needed by our students. First, in Kindergarten, the emphasis on deeper understanding of number is being addressed by the use of the Kathy Richardson materials, which include not only the lessons, but also specific assessments, which allow teachers to see more clearly the understanding of number. The assessments guide instruction by directing teachers to specific small group lessons to address misconceptions or needed extra practice.

Secondly, implementing the ORIGO materials at first, second, and third grades directly target Number Sense. These materials address use of related strategies and mental math, which are key elements of true number sense. It should be noted that second and third grades are using first grade materials this year to fill in "holes" of understanding. It is clear these steps cannot be overlooked, for if they are, we deprive students of key foundations upon which to build their understanding of number.

Thirdly, fourth and fifth grades are using Investigations materials which focus on student centered thinking, beginning from what knowledge students bring to a lesson, and progressing from there to the targeted standard.

It should be noted that as a result of the focus on communication skills last year, with attention to labeling, math vocabulary, and wise use of our math resource, students attained greater skills. This focus should remain in place as well as attention to number sense.

Through a united effort at all grade levels of students doing the thinking and sense making, and teachers shifting to being the facilitators of learning and skilled "questioners" will help students be successful mathematicians, not only in number sense, but other content strands well.

Data Carousel Next Steps to Address Challenges in Reading 2008-2009

Kirkwood's next steps to meet the challenges identified by the staff are using GLAD strategies to build background information and increase student motivation. Kirkwood will increase class discussions, which will allow students to build their understanding by applying and refining Knee to Knee and Questioning the Author techniques. All second and third grade teachers will be implementing Knee to Knee, while other grade levels are in various stages of implementation. Fourth and fifth grade will be placing additional emphasis on literary text comprehension while third grade teachers will place additional emphasis on analyzing/interpreting informational texts. Staff will look for specific passages that can be incorporated into the unit theme to increase opportunities for students to practice the identified areas of concern. Second through fifth grade teachers will teach skills in sequential lessons by identifying stories within the theme to meet these needs. By doing so, this will allow students to become proficient on a skill over a series of stories. Finally, GLAD strategies will be incorporated into reading to make content comprehensible for all students.

Writing:

Conventions (spelling, punctuation etc) were extremely down according to the WASL. Kirkwood Elementary will continue to implement the "Step Up to Writing" and "Units of Study" programs that will increase students' proficiency in conventions.

English Language Learners:

Our ESL students are lagging behind our non-English language learners according to the Washington Language Proficient Test (WLPT). Kirkwood Elementary did not make AYP in the ELL cell. Kirkwood Elementary is researching an ELL program that can be integrated throughout all disciplines.

Family Friendly School

Kirkwood elementary will continue to increase family engagement and customer service. Families will be able to participate in family nights and family education classes.

All the above concerns are addressed in the school improvement plan. Each concern was reviewed with the entire staff and a plan was developed to meet each concern.

Monitoring the Plan

Each Action Plan includes strategies and tools for monitoring the effectiveness of the goals. The WASL scores will be the major measure for the School Improvement Plan. Other assessments of student achievement such as the DIBELS will be given three times a year as well as DIBELS monitoring twice a month for students that are below grade level, MAPS will be given three times a year and the WLPT, which are given to students more

frequently and/or repeatedly, will be used to measure individual student progress. Teachers will also utilize classroom-based assessment, and WASL prompts that are released by OSPI.

The School Improvement team meets twice a month to monitor the school improvement plan and to review school data. They meet the second and fourth day of the month. The SIP is included in our Staff Handbook and our Student/Parent Handbook as well. Each member has a complete SIP, which they bring to the bi-weekly SIT.

#10 SWP. Coordination/Integration of Federal, State and Local Services Programs

(Required of Title I SWP)

- *List the federal and state sources of funding in addition to Title I That contribute to the school-wide program:*
- *State Learning Assistant Program (LAP)*
- Reading First
- School Improvement Grant
- State Basic Education
- *Funds describe how Title I funds and funds from other sources will be used to implement the school-wide program. Include the following major categories: salaries and benefits; instructional materials; parent involvement; professional development; and technology.*

TITLE I fund will be used for

- To provide a full day kindergarten program to all students
- Professional development
- Intervention instructional materials
- Paraprofessionals

LAP funds will be used for

- Salary and benefits for a reading intervention teacher
- Paraprofessionals
- Professional development
- Intervention instructional materials
- The activities and strategies of the School Improvement Plan coordinate with all building and district efforts to improve student achievement. This is exemplified by Kirkwood's participation in the district wide Math and Reading Committees. The district School Improvement Facilitators to coordinate services to children and improve transitions formed these groups. The Action Plans also reflect the skills and knowledge gained by teachers through the districts Data Driven Instruction trainings held from the 2003/04 school year to the present school year. Nearly all of the Kirkwood staff will have participated in the training by the end of the school year. The School Improvement Plan is in alignment with and enhances the buildings Reading First plan. The activities and strategies in this plan also work with 21st Century Community Learning Center grant and the Safe Schools/Healthy Kids grant. Services are coordinated to provide transportation, after school tutorial help and services to increase attendance and parent participation in the schools. The staff is also working with the district Bilingual Task Force to gain the latest research and information on best practices for ELL students.

List all federal and state funds allocated to this plan

Funding Source	Amount	How Funds Support SWP
State BEA	45,940	Supplies, classroom instructional materials and technology
State LAP	107,698	Supplies, instructional materials, technology, paraprofessional support, reading intervention teacher
Local Levy	35,000	
Reading First	125,000	Coaching, professional development and materials for literacy instruction in grades K-3
Title IA:	149,965	Full day kindergarten, classroom instructional materials and instructional support paraprofessional
Title IC:	8,000	Half time paraprofessional to support Tier 1 Migrant students (NOT PART OF THE SCHOOLWIDE PLAN)
Title IIA:	35,000	Coaching and mentoring staff
STBP	106,397	Provides instructional support for ELL students (NOT PART OF THE SCHOOLWIDE PLAN)
Title III:	20,00	Professional development for teachers and staff in the area of ELL students
Other I-728	120,106	Reduced class size
School Improvement	0	School Improvement planning activities.
21 st Century	63,000	After schools tutorial programs.
Technology	10,000	Training, purchase of equipment, and software.

Fiscal Requirements

(Required of Title I SWP)

Funds from the previously listed programs will be used to support the goals of the School-wide/School Improvement Plan by supporting the instructional program through additional staffing for class size reduction for K-3, paraprofessional instructional support for students, supplies and materials to supplement and enhance the basic education program and to provide supplemental tutorial support to students that are at risk. Funds will also be used to purchase and provide training for intervention curriculums.

School Improvement funds will be targeted for training and implementation of research based programs and activities to support school reform.

Before and after school tutoring will also be provided in the areas of math, reading, writing, and science.

Technical Assistance

(Required for Title 1 SWP)

Two School Improvement Facilitators, Terry Werner and Dan Ferrell provided technical assistance during the 2003-04 planning year. Jack McCullough, lead School Improvement Facilitator also provided assistance. Sharon Camblin, team leader for the onsite educational audit, and members of the School Improvement Team facilitated the audit debrief with staff on December 5, 2003. Dana Anderson from ESD 113 facilitated the Kirkwood Data Carousel on January 16, 2004. Debbie Irving and Susan Santucci provided in-service training on January 24, 2004 on Thinking Maps for the staff. Joe Battistone presented to the entire staff information on the writing program, Write From the Beginning. Jacque Davis presented Step Up to Writing on the same day. These informational sessions took place on January 27, 2004. Dan Ferrell trained the research action teams on their roles and responsibilities of researching and writing actions plans. Jan Mezich and Kathleen McCarthy worked with Kirkwood personnel and other district personnel in writing math and reading goals for the district improvement plan. Training in writing SMART goals was incorporated into this activity. Data driven training has been provided to the entire staff by Buck Evans and this training will continue for the 05/06 school year.

Technical training and assistance will continue in reading, writing, math, science and technology for each school year. The following consultants will provide training:
Reading coaches and curriculum director, Patty Schmella – Reading
Math coaches and math director, Carmen Gonzalez – Math
Buck Evans – Data Driven Instruction
Nelia Sobert and Yolanda – Step Up to Writing
Debbie Irving – Thinking Maps
Leslie Huebner and Anastasia Sanchez – Family Friendly Schools

#8 Teachers Included in Assessment Decisions

Kirkwood Elementary is a data driven school. All student assessment results are shared and reviewed in the Professional Learning Communities. Assessment data is used to inform and change instruction. Each teacher has a data binder to track all students' progress.

Assessment results are used to accurately place students in the appropriate reading groups, intervention groups and before and after school programs.

- 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.
- Kirkwood students will be assessed according to the state assessment system. The WASL tests will be reviewed carefully each year to assess program strengths and weaknesses. The WASL test will be given to all students in grades three through five in the spring of each year starting in the year 2006. As data is collected on the WASL, it will be reviewed to identify trends in student progress. The MAP test will also be given three times a year in grades second through fifth grades in the areas of reading and math. All staff will meet to look at data collected to see what direction the needs of their students leads them.
 - Reading fluency assessments will be given to all students at Kirkwood in weekly. DIBELS monitoring will occur every two weeks. Those students not meeting the state standard for fluency will have reading interventions in place during the Workshop.
 - All students will be tested for fluency three times a year using the DIBELS test. These tests will be administered by paraprofessionals under the direction of the Reading Coach.
 - The Reading Coach and teachers will track individual students and disaggregate the data by various factors to show grade level growth.
 - A state-mandated WLPT test will be given to all targeted students in the bilingual program at Kirkwood. These assessment will be used to measure student academic growth and for program evaluation purposes.
 - Results of all assessment will continue to be available to staff to determine whether changes in strategies are needed to promote appropriate rates of progress.

Parents will be notified of the NCLB requirements including school choice and supplemental services in English and Spanish through direct mailings and the building newsletters. DIBELS and MAP scores will also be shared with parents at that time along with intervention/supplemental service opportunities available. This information will be shared during parent conferences, report cards, Family Support Team, and student lead conferences starting with fifth graders and moving down the grades into kindergarten.

Family Support Team, which is made up of teachers, families, student, school counselor, reading coach, math coach, and principal, is used to support students that are having troubles that are interfering with the student's learning. We come together as a group to develop a plan to help the student be successful at school. This program will continue for the 06/07 school year.

Families will be linked to health services programs by means of Smilesavers, migrant physicals, growth and development classes, GREAT program, Passport to Health and referrals to Family Support Team.

#9. Providing Assistance to Students Experiencing Difficulty

Kirkwood Elementary has a variety of academic interventions that it provides to students. Reading and math programs have a tier of appropriate interventions as well as the after school 21st Century program. Students that are experiencing difficulties are immediately identified through the data sharing at the Professional Learning Community meetings. The PLC's meet on a weekly, or in some grade levels more often, basis.

Students that are experiencing additional difficulties will be referred to our Family Support Team (FST). Teachers or families may refer a child that is following behind in meeting the academic

standards in reading, writing, math, and science. The FST will meet and develop a plan to help the students meet standards. The plan is reviewed by the FST to see if added intervention is needed. The team meets weekly to review old plans and to writing new plans for students. If the student's plan is working the student is no longer a concern. The FST works with outside agency such as Yakima Valley Farm Workers Clinic, Indian Health Services, Northwest Community Action Center, Toppenish Food Bank, Readiness to Learn, and local churches to coordinate services for families.

Interventions provided to students:

Homework Club: Tier 2/3 support for students in grades 1-3

Walk to Read Model: Grades 1-5, groups are selected based on data

Walk to Workshop: Students are grouped based on needs as indicated by diagnostic testing

Diagnostic Testing: Student Data DIBELS, Diagnostic Decoding test

SIPPS: Strategies for multisyllabic words

Math Intervention: 21st Century after school program mastering basic math skills for grades 1st-5th grade

Parent/Student Led Conferences: Formally in the fall and spring and ongoing as needed

Family Nights: Focus on core content areas strategies that families can use to help students succeed.

Resource to General Education: Special Education and General Education are working together to provide a seamless transition between programs by aligning curriculum and instruction

