



## Valley View Elementary School

515 Zillah Avenue  
Toppenish, WA 98948



## 2008 - 2009 School Improvement Plan

In partnership with families and the community, the Valley View Elementary School staff creates a positive bilingual learning environment, with high expectations, and guides students in becoming lifelong learners.

Provided by School Improvement Assistance  
Office of Superintendent of Public Instruction

May 30, 2008

**The ten components of Schoolwide Title I are embedded (in red) within this School Improvement Plan template. Valley View Elementary School, intending to satisfy requirements for Schoolwide Title I has completed those sections *in addition* to the other sections. In this document, **SWP** will identify Schoolwide Programs at Valley View Elementary School, which is receiving Title I, Part A.**

### **Title I Schoolwide Components:**

- **Number 1 - Comprehensive Needs Assessment**
- **Number 2 - Schoolwide Reform Strategies**
- **Number 3 - Instruction by Highly Qualified Staff**
- **Number 4 - Professional Development Activities**
- **Number 5 - Attract High-Quality, Highly-Qualified Teachers**
- **Number 6 - Strategies to Increase Parent Involvement**
- **Number 7 - Transition Plans for Preschools and Between Grade Levels**
- **Number 8 - Teacher Included in Assessment Decisions**
- **Number 9 - Provide Assistance to Students Experiencing Difficulty**
- **Number 10 - Coordination and Integration of Federal State and local services**

**Guidance for Developing the Written Title I Schoolwide Plan,  
<http://www.k12.wa.us/TitleI/pubdocs/GuidanceSchoolwidePlanMarch2006.doc>**

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## Guiding Principles of School Improvement Planning

Certain key principles should guide the school improvement process and the development of the Valley View Elementary School Improvement Plan.

- All members of Valley View Elementary School, including certified staff, classified staff, parents, and students (as appropriate), should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, school demographics, the learning environment of the school and perceptions about the school from a student, parent and staff perspective.
- School improvement planning is a journey of continuous improvement and the School Improvement Plan is a road map for an ongoing discourse on school improvement.
- The written School Improvement Plan 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 at the classroom level where teaching and learning intersect. Highly effective teachers are those who are reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.
- Readiness is a primary factor and can have a major impact on staff cohesiveness, trust levels and, perhaps most importantly, student social, emotional, intellectual and academic growth.

Nine Characteristics of High-Performing Schools are research-based components of school improvement:

1. Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction and Assessment Aligned with Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family and Community Involvement



## Valley View Elementary Building Information

Valley View Elementary School  
Home of the LYNX  
515 Zillah Ave.  
Toppenish, WA 98948  
509.865.8240

Mr. Robert Roybal, Principal

**Building Condition:** Valley View Elementary School is the newest building in the Toppenish School District. It opened its doors in the fall of 2004. As a completely new school, Valley View (formerly known as West Elementary) did not have an existing student body with a history on which to base an accurate needs assessment. It did, however, have a defined service area and information about students living within that service area. The areas were the east-central part of the City of Toppenish and the community of Buena.

**Characteristics of Valley View students:**

- Most come from low-income families – 98.9% of our students qualify free or reduced price lunches.
- Many have a limited ability to read, write and speak English. 70.5% of the students at Valley View Elementary qualify for the Bilingual Education Program.
- Many come from migrant families or from families not far removed from the migrant stream. At Valley View Elementary, 29.7% of the student population qualified for the migrant program.

**Avg. Class Size:** 21

**Volunteer Opportunities:** Parent volunteers are encouraged to participate in the building in whatever way possible.

**Special Offerings:** Full day kindergarten is available to all children and is an important part of the academic growth of the children in the building. Valley View Elementary School is also the district's Two-Way Dual Language School (Spanish-English). The program is fully implemented in Kindergarten - Third Grade with students from the initial pilot program currently in Fourth Grade.

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Before-and after-school activities: Valley View has been fortunate to have a 21st Century grant that allows for intervention activities before and after school. Title I dollars are also used to support before and after school WASL preparation sessions.

Intramurals are also available for students after school and provide many opportunities for students to develop physical fitness and physical skills as well as concepts of sportsmanship and fair play.

## **Title I Schoolwide Program Information**

**School District Name:** Toppenish School District

**Address:** 306 Bolin Drive, Toppenish, Washington 98948

**Title I Coordinator:** Jeanette Ozuna

**Telephone Number:** (509) 865-8285                      **FAX:** (509) 865-8098

**E-Mail Address:** ozunajl@toppenish.wednet.edu

**Superintendent:** Steve Myers

**Telephone Number:** (509) 865-8148                      **FAX:** (509) 865-2067

**E-Mail Address:** smyers@toppenish.wednet.edu

**Building Name:** Valley View Elementary

**Address:** 515 Zillah Avenue, Toppenish, Washington 98948

**Building Principal:** Robert F. Roybal

**Building Telephone:** (509) 865-8240                      **FAX:** (509) 865-8236

**E-Mail Address:** rroybal@toppenish.wednet.edu

**School Enrollment:** 386 (May 1, 2008)

**Grade Levels:** Kindergarten through 5<sup>th</sup> grade

**Free/Reduced Lunch %:** 98.9%

**Ethnicity (10/1/07):** Hispanic – 92%  
Native American – 6%  
Caucasian – 2%

## **Leadership/Planning Team Members**

The names below certify this School-Wide Program Plan is in accordance with all applicable Title I rules and regulations and School Improvement Assistance (SIA) guidelines.

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Robert Roybal, Principal

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John Cerna, Assistant Superintendent

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Don Bender, Bilingual Program Coordinator

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Sandra Leavitt, Teacher

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Coco Mayo-Shjerven, Teacher

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Salvador Padilla, Teacher

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Marisol Sandoval, Teacher

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Kim Thomas, Teacher

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Linda Villarreal, Classified

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Le Fulfs, School Improvement Facilitator



## **School Portfolio**

### **Purpose of Plan**

Our plan is designed to address the needs that the staff considered a priority to help our students at Valley View Elementary School as well as the concerns and recommendations highlighted by the School Performance Review team.

The planning process and the School-wide Plan are designed to help facilitate systemic change in the entire educational program of a high-poverty school like Valley View Elementary School.

The purpose of the systemic change process is to increase the academic achievements of educationally disadvantaged students by providing better services to ALL students.

## **Shared Vision and Guiding Principles**

### **Valley View Elementary Vision Statement:**

Our educational community will empower students to achieve their potential as learners and members of society.

### **Valley View Elementary School Mission Statement:**

In partnership with families and the community, the Valley View Elementary School staff creates a positive bilingual learning environment with high expectations and guides students in becoming lifelong learners.

### **Core Values/Belief Statements:**

The Valley View Elementary School Staff Believes:

- Every Child learns best in a safe and caring environment where high academic expectations, self-esteem, good character, healthy lifestyles, and an appreciation for the arts are promoted.
- All students and staff should practice daily, "The Principles of American Citizenship" in order to foster an atmosphere of mutual respect and provide the best learning environment for all students.
- A variety of teaching strategies, meaningful materials and emerging technology should be used to maximize student potential and meet individual learning styles.
- That through the Dual Language program our students will be biliterate, bilingual and bicultural.

### **Valley View Elementary School Philosophy Statement:**

At Valley View Elementary it is our responsibility to be respectful of our learning, the learning of others, and of property.

### **Valley View Elementary School-Wide Rules**

- Be Respectful
- Be Responsible
- Hands and Feet to Self
- Follow Directions
- Be There – Be Ready

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

Valley View Elementary School's portfolio provides a means for on-going self-assessment, communication, and continuous improvement. Valley View Elementary School's portfolio contains data in four categories, (1) demographic, (2) school context, (3) student achievement, and (4) perception. Data will be added annually to reflect progress toward our goals. Initially, the Valley View Elementary School Improvement Team identified several data sources for analysis, based on input from other staff members. Through the use of the data carousel, the staff created narratives and identified them as strengths and challenges. Next, through the use of a Strategic Planning Tool, staff prioritized the challenges. The themes representing the prioritized challenges were used to write goals for our improvement plan.

**(SWP Note:** This section would encompass the comprehensive needs assessment requirement.)

**(ALL Schools Note:** Data must be included to assess parent/community involvement, cultural competence, and integration of technology.)

# **Assessing Strengths and Areas of Concern Using the Data Carousel**

## **Demographic Data**

Data from the Center for Educational Effectiveness (CEE) At-Risk Data Profile:

- Overview of Students
- Struggle by Ethnicity
- Struggle by Gender
- Struggle by Academic Program
- Struggle by Demographic Context

## **Contextual Data**

School Performance Review

- School Performance Review Summary of Observations and Findings Connected to Data Gathered at the School
- School Performance Review Recommendations

## **Student Achievement Data**

Academic Data from the Center for Educational Effectiveness (CEE) WASL Summary

- 2007 WASL Summary
- WASL Reading (Longitudinal Data)
- WASL Reading Strand Data (Longitudinal Data)
- WASL Writing (Longitudinal Data)
- WASL Writing Strand Data (Longitudinal Data)
- WASL Math (Longitudinal Data)
- WASL Math Strand Data (Longitudinal Data)

## **Perceptual Data**

Data from the Center for Educational Effectiveness (CEE) Educational Staff Survey

- Effectiveness Surveys (EES)
- Trust – Comparative View
- Trust – Components
- Trust – Resistance
- Readiness to Benefit
- Effective Leadership
- Communication and Collaboration
- Cultural Responsiveness

Data from the Center for Educational Effectiveness (CEE) Educational Parent Survey

- High Standards and Expectations

Data from the Center for Educational Effectiveness (CEE) Educational Student Survey

- Supportive Learning Environment

**See Appendix A for complete data carousel information**

## **Areas of strengths and concerns as identified in the data carousel**

### **Literacy Goal Related:**

- EES Parent survey indicates that only 62% of the parents believe their child is challenged with a rigorous, ambitious course of study at this school.
- EES staff survey indicates that only 65% of staff believe that all students can meet the state reading standards.
- Between 2006 and 2007 there was minimal growth in Informational Text Analysis/ Interpretation at the third grade level.
- All strands in third, fourth and fifth grade reading indicate that students are struggling.
- WASL At-Risk student data shows that 90% of the Hispanic students struggle in math, reading and science.
- The SPR indicates that our WASL data reveals that we are not closing the achievement gap in reading.
- Students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade are struggling in reading comprehension.
- 94% of 4<sup>th</sup> grade students are struggling with the Content, Organization and Style strand of writing.
- Twenty-seven percent of the fourth grade students met the WASL Writing standard.

### **Mathematics Goal Related:**

- EES Parent survey indicates that only 62% of the parents believe their child is challenged with a rigorous, ambitious course of study at this school.
- EES staff survey indicates that only 65% of staff believe that all students can meet the state math standards.
- WASL At-Risk student data shows that 90% of the Hispanic students struggle in math, reading and science.
- Students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade are struggling in the problem solving process of making connections.
- Nearly 45% of students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades are in Level 1 in Mathematics.

### **Communication and Collaboration Goal Related:**

- EES staff survey says that only 14% of staff believe that when there is a problem in my school that we talk about how to solve it.
- EES staff survey indicates that over half the staff feels they do not receive recognition and praise for a job well done.
- During SPR interviews, the majority of the staff were not able to state the school's Mission Statement.
- EES staff survey indicates that only 8% of staff feels their colleagues welcome new and innovative ideas.
- EES staff survey shows a 38% gap in the difference between the "I" and "They" perspective.
- EES staff survey indicates that only 46% of staff feel that they are almost always/often true treated fairly at our school.
- EES staff survey indicates that over 50% of the staff feel that staff members manipulate others to achieve their goals

**Safe and Supportive Learning Environment Related:**

- EES student survey states that only 59% of the students understand expectations and standards of this school.
- EES staff survey indicates that 1/3 of staff is concerned about the level of respect and support in regards to staff participating in cultural celebrations.
- WASL At-Risk student data shows that 90% of the Hispanic students struggle in math, reading and science.
- There is a high correlation between poverty and students struggling in our school.
- The SPR indicates that there is limited evidence of culturally relevant instructional practices occurring in classrooms.

**Other – Not used in goal development:**

- Fifth grade students struggle in all three areas of science with worse performance during the 2007 assessment.
- No students have met the Science WASL standard for the last two years.

Note: Narrative Statements are derived from staff Data Carousel sessions

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 Valley View 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.



## **Improvement Goals**

Based on the prioritized areas of concern, stakeholders developed the following improvement goals:

### **Literacy Goal**

By 2010, Valley View Elementary School will increase the percent of students meeting the reading WASL standard in grades 3 – 5 to 80% (average across three grade levels), the writing WASL standard to 50% in grade 4, and the DIBELS/IDEL/TEJAS LEE end-of-year benchmark level to 70% (average across all grade levels) in L1 and 50% (across grades 3 – 5) in L2.

### **Mathematics Goal**

By 2010, Valley View Elementary School will increase the percent of students meeting the mathematics WASL standard in grades 3 – 5 to 50% (average across three grade levels) and have 80% of grade K – 2 students demonstrating proficiency on district math assessments.

### **Communication and Collaboration Goal**

By 2010, Valley View Elementary School will have communication and collaboration plans in place that insure quality home-school-community partnerships and support strong professional learning communities for all staff members. During the 2008 – 2009 school year there will be an increase in organizational trust that will result in Valley View Elementary School scoring equal to or better than comparison elementary schools on the Organizational Trust spider graph of the CEE survey.

### **Safe and Supportive Learning Environment Goal**

By 2010, Valley View Elementary School will have a safe and supportive learning environment where all students feel safe, respected and connected to others. During the 2008 – 2009 school year there will be an improvement of 20 total percentage points in “always” and “almost always” responses on the CEE staff survey question, “The curriculum we teach reflects the cultures of the community we serve” (increase to 69%) and on the student survey question, “Most students are respectful of others at this school” (increase to 72%).



## Study Process

### **Study Teams**

After the four goal areas were determined, based on review of data and concerns identified in narrative statements from the data carousel, staff was notified that study groups would be established in each area. Staff members were then asked to discuss study group assignments at their grade levels and during Professional Learning Team time to determine interest and expertise. All certified and classified staff members were encouraged to participate in a study group team. Staff members applied for participation on a study group team. The School Improvement Team reviewed these requests. Staff members were assigned to the area that they requested. Because there were four goal areas, and only three teachers at each grade level, it was not possible to have a representative from a grade level on every team. PLC time is grouped K-1, 2-3 and 4-5, however, so teams had someone from that grouping when possible. Each team met for 3 hours with the school improvement facilitator, on either March 3 or 10, to begin their work and determine a direction for their work. They then had the full day on March 21 to work as a team. Most work was completed during these times. Team members, as needed, put in additional time during the rest of March and the first part of April.

#### **Literacy Team:**

Sandra Martinez – Kindergarten Teacher  
Marisol Sandoval – First Grade Teacher  
Esperanza Paul – Third Grade Teacher  
Stephanie Lyon – Fourth Grade Teacher  
Angela Purdy – Fifth Grade Teacher  
Patty Diaz – Literacy Coach  
Don Bender – Bilingual Coordinator  
Aida Flores – Librarian/Spanish Reading Intervention Teacher  
Araceli Gonzalez – Paraprofessional  
Martha Gonzalez – Paraprofessional  
Rocio, Ozuna – Paraprofessional

**Math Team:**

Krista Allgaier – Kindergarten Teacher  
Danita Worley – First Grade Teacher  
Lyndsay Evans – Second Grade Teacher  
Sandy Leavitt – Third Grade Teacher  
Marsha Graf – Fourth Grade Teacher  
Xavier Stage – Fifth Grade Teacher  
Mike Davis – Math Facilitator

**Communication/Collaboration Team:**

Carol Key – First Grade Teacher  
Marco Yolo – Third Grade Teacher  
Miguel Guizar – Fourth Grade Teacher  
Coco Mayo-Shjerven – Fifth Grade Teacher  
Sylvia Nishi – Counselor  
Linda Villarruel – School Secretary  
Maria Gonzalez – Paraprofessional  
Patty Torres – Paraprofessional

**Safe and Supportive Learning Environment Team:**

Janell Kegley – Kindergarten Teacher  
Salvador Padilla – Second Grade Teacher  
Kim Thomas – Second Grade Teacher  
Keri Breeden – P.E. Teacher/Reading Intervention Teacher  
Robert Ferguson – Music Teacher  
Deborah Liebert – Special Education Teacher  
Norma Ramos – Paraprofessional  
Monica Solis – Paraprofessional



<u>Advice of Content Specialists:</u>		
Overview of new mathematics Grade Level Expectations	District Mathematics Director	March, 2008
Reading First Program Model	OSPI Reading First Staff Literacy Facilitator, Patty Diaz	Ongoing
<u>Research/Resources:</u>		
See Below		

### **Study Group: Literacy**

**Literacy Goal:** By 2010, increase the percent of students meeting the reading WASL standard in grades 3-5 to 80% (average across three grade levels), the writing WASL standards to 50% in grade 4, and the DIBELS/IDEL/TEJAS LEE end-of-year benchmark level to 70% (average across all grades) in L1 and 50% (across grades 3-5) in L2.

**Study Group Members:** Patrisia Díaz, Stephanie Lyons, Marisol Sandoval, Sandra Martínez, Aída Flores, Angela Purdy, Don Bender

#### Topic: Characteristics of Poverty

- **URL Internet Address:** [www.nccp.org/publications/pub\\_695.html](http://www.nccp.org/publications/pub_695.html)
- **Bibliography:** Klein, L. & Knitzer, J. (2007). Promoting effective early learning, *National Center for Children in Poverty*
- **Learning:** We can't underestimate these students just because they are poor. We need to cultivate a culture of high expectations for students and staff, throughout the year, in our curriculum, instruction and assessment.
- **Rationale:** Students do best with a well-rounded approach to education, not just direct instruction, but also student centered constructivist approaches that address the student's background, motivation, and learning styles.
- **Application:** Address the need for high expectations in the School Improvement Plan activity #3: Develop a deep understanding of the needs of our culturally and linguistically diverse populations.
- **Publication Base:** Literature Review, Journal Article and Research Synthesis/Meta Analysis
- **Level of Change:**
  - First Order Examples: All staff will participate in activities related to socio/cultural language acquisition research/theory (PRISM model, Bicultural Ambivalence, Oppositional Identity, poverty...), including; Book studies, Spanish language/culture classes, cultural awareness workshops, job-embedded coaching on effective instructional techniques that meet the socio/cultural needs of families. Guided discussions of socio/cultural processes required for academic success will take place in PLCs, grade level meetings, staff meetings and other training activities.

- Second Order Examples: Evaluation will document changes in the levels of academic achievement that provide the impetus for second order change leading to institutionalization, ownership, and a shared philosophy.

#### Topic: Open Court

- **Learning:** Research shows that the phonics emphasis is useful in the lower grades, but our literacy program has gaps related to language acquisition (vocabulary development), and integrated language arts that are not addressed in a 90-minute reading block.
- **Rationale:** To raise the levels of academic achievement at Valley View, our students need an integrated literacy program that includes writing, as well as literacy in the content areas and enjoyment of literacy. Students need to be taught to mastery on GLEs. The Open Court pace and spiraling curriculum is too quick, students need more time with critical skills and vocabulary development.
- **Application:** School Improvement Plan Activity #1: Align literacy curriculum (including; Open Court, Step Up to Writing and content area literacy) with the EALRs, GLEs and ELD standards.
- **Publication Base:** Literature Review, Journal Article and Research Synthesis/Meta Analysis
- **Level of Change:**
  - First Order Examples: The Reading Study Team and selected key personnel work to *backward map* the literacy curriculum for deep alignment with EALRs and fill in gaps that *Open Court, Step up to Writing* leave. The teachers work to develop a *literacy continuum* that aligns activities between the grade levels and identifies critical skills that are taught to mastery at each grade level.
  - Second Order Examples: Evaluation will document changes in the levels of academic achievement that provide the impetus for second order change leading to institutionalization, ownership, and a shared philosophy.

#### Topic: Native American Learners

- **Learning:** Research suggests that Native Americans have low levels of academic success because there is a cultural mismatch between the home and the school; however, there are effective instructional practices that schools can implement to better meet the needs of Native American families.
- **Rationale:** To raise the levels of academic achievement at Valley View, all of our students need instructional approaches that meet their diverse social and cultural needs. Specifically, we need to be familiar with the culture of our Native American students and teach in ways that are culturally sensitive to them.
- **Application:** Implement the School Improvement Plan Activity 3: Develop a deep understanding of the needs of our culturally and linguistically diverse populations.
- **Publication Base:** Literature Review, Journal Article and Research Synthesis/Meta Analysis
- **URL Internet Address:**  
[www.sfu.ca/mpp/aboriginal/colloquium/pdf/Improving\\_Performance.pdf](http://www.sfu.ca/mpp/aboriginal/colloquium/pdf/Improving_Performance.pdf)
- **Level of Change:**
  - First Order Examples:
  - Second Order Examples: Evaluation will document changes in the levels of academic achievement that provide the impetus for second order change leading to institutionalization, ownership, and a shared philosophy.

Topic: Step Up to Writing

- URL Internet Address (if applicable): [www.stepuptowriting.com](http://www.stepuptowriting.com)
- Article Summary: The article basically states that there needs to be clear writing strategies for students and for teachers, common language, and common expectations. On a district level there has to be common expectations and vertical alignment, common writing language, easy movement from grade to grade within a school, clear writing strategies for students, and clear writing methods for teachers.
- Application to our work: This is important for us as a school because we are focusing on improving our writing scores. We want to have a writing curriculum in place that will help our students be successful writers

Topic: Dual Language

- URL Internet Address (if applicable): <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>
- Bibliography: The Astounding Effectiveness of Dual Language Education for All, Virginia P. Collier and Wayne P. Thomas George Mason University
- Article Summary: Thomas and Collier's longitudinal research findings from one-way and two-way dual language enrichment models of schooling demonstrate the substantial power of this program for enhancing student outcomes and fully closing the achievement gap in second language (L2). Effect sizes for dual language are very large compared to other programs for English learners (ELLs). Dual language schooling also can transform the experience of teachers, administrators, and parents into an inclusive and supportive school community for all. Their research findings of the past 18 years are summarized, with focus on ELLs' outcomes in one-way and two-way, 50:50 and 90:10, dual language models, including heritage language programs for students of bilingual and bicultural ancestry who are more proficient in English than in their heritage language (like many Valley View families).
- Application to our work: This is the theoretical foundation that Valley View's dual language program is built upon. It is important that all members of the community understand the key findings of this study including;
  1. This is the most effective ELD program when well implemented
  2. Literacy/language transfer – Those who learn to read in their dominant language first learn to read in their second language more quickly than those who learn to read initially in their second language.
  3. Dual language is an additive approach; In our case both Spanish and English are developed to high levels of proficiency resulting in biliteracy.
  4. The benefits of the program are long-term and begin to be realized in third grade with the greatest benefits achieved in middle school.
  5. There is a gifted aspect to dual language that provides the opportunity for monolingual English speakers to become bilingual and biliterate.

Topic: Effective Instructional Practices for Low Performing Reading/Writing Students

- URL Internet Address (if applicable): <http://www.nap.edu/html/prdyc/ch8html>
- Bibliography: Preventing Reading Difficulties in Young Children, Catherine E. Snow, M. Susan Burns, and Peg Griffin

- Article Summary: This article takes a look at some interventions and reports their outcomes. The interventions examined are: Phonological Awareness, computer based programs, retention in grade, Literacy Tutoring including Reading Recovery, Book Buddies, Reading One-One and controversial therapies.

Research can be found to support or not support most interventions. “Each literacy intervention must be considered in light of available resources, including financial, instructional, cultural, timing, and time required. It is imperative to assess the existing external factors or characteristics before simply adding an intervention. Consideration must be given to the adequacy of existing instructional practices before deciding to implement any intervention. The process of determining appropriate interventions must take into account the characteristics of students who are at risk of failure. For example, if the entire school is at risk, it might be wiser to begin an intervention that includes school-wide restructuring.” Common features across the studies examined:

- \* Duration of the intervention--generally occurring on a daily basis for the duration of a school year or a good portion of the school year.

- \* The amount of instructional time--all successful interventions involve more time in reading and writing than for children not at risk--but extra time is not sufficient in itself.

- \* In each case, there is an array of activities that generally consist of some reading (and rereading) of continuous text. In addition, each intervention features some form of word study. In some cases, specific strategies for decoding are incorporated.

- \* In all cases, writing is an important feature. However, the writing activity is not simply support while engaging in invented spelling; it is typically conducted in a more systematic manner.

- \* Although materials vary among the interventions, in each case there is careful attention paid to the characteristics of the material used, whether they are characterized as predictable, patterned, sequenced from easy to more difficult, or phonologically protected. There is a focus on using text that children will find interesting and engaging.

- \* Each program includes carefully planned assessments that closely monitor the response of each child to the intervention.

Professional development of teachers, teachers aides, and professional or volunteer tutors were integral to each program--there is an important relationship between the skill of the teacher and the response of the children to early intervention. Effective intervention programs pay close attention to the preparation and supervision of the teachers or tutors.

- Application to our work: We should take a closer look at our interventions, we need to match the interventions to our student needs, and considering the bulleted items above. Implementing one intervention at a time and determining its outcome.

#### Topic: Reading First

- URL Internet Address (if applicable): <http://www.hezel.com/strategies/january2008/index.html>
- Bibliography: Kinne, S. & Siimons, K. (2008) Reading First: Reading Instruction in K-3 Classrooms, Hezel Association.
- Article Summary: The best way to implement Reading First is by having a 90 minute reading block per day that is uninterrupted and protected. There is a selection of core reading programs that are approved to be used and the districts can choose from the approved selection.

- Application to our work: The best way, according to this article, to implement and receive the funds is to follow the guidelines for reading first. We are a Reading First School and we need to follow these guidelines in order for our students to learn the skills they need to be good readers.

Topic: Open Court Reading

- URL Internet Address (if applicable):
  1. <http://eric.ed.gov/ERICWebPortal>
  2. <http://www.nwrel.org>
  3. [www.opencourtschools.com](http://www.opencourtschools.com)
  4. <http://www.thefreelibrary.com>
- Bibliography:
  1. ED473081 – “Open Court” and English Language Learners: Questions and Strategies, by Sabrina Peck
  2. Rejuvenating as Multiethnic School, Angela Wilson and Kathleen Cotton
  3. Test Score Gains for Open Court Schools in California by Douglas J. McRae
  4. Beyond research: improving how we improve reading, by The Free Library, Academic Exchange Quarterly
- Article Summary:
  1. Open Court Reading is useful in the lower grades for decoding and fluency but it was considered less appropriate for the upper grades. The author interviewed teachers and found out that Vocabulary development, background knowledge, comprehension skills, the instructional pace, meaningful selections, cooperative groups and cultural relevant selections were not sufficiently developed.
  2. The following changed this particular school building and students improved academically: reading skills, teacher attitudes, integrated curriculum, technology use, and showcasing teachers and students.
  3. The students attending these schools made gains in reading because teachers developed phonemic awareness, knowledge of the alphabetic principle, explicit phonics instruction, fluency practice, vocabulary development, and instruction in comprehension strategies and skills.
  4. The basic reason for educational reform is genuine teaching which is dependent greatly on the strength of growing staff development programs. For successful change in classroom teaching practices to occur the leader of that school building must create a community of teachers empowered to develop, in time, a shared purpose. Through teacher development trainings teachers acquire an effective reading pedagogy and implement this knowledge in the classroom.
- Application to our work:
  1. Open Court reading is useful
  2. Teacher development is a must
  3. Staff must have a shared purpose
  4. Teachers must be well trained, not only to implement this reading program but to effectively ADD to it.
  5. Ideally we need to have a Language Arts Block to integrate reading, writing, spelling, and possibly science and social studies to apply the suggestions of meaningful stories,

cooperative groups, culturally relevant selections, In this approach students would be provided with a variety of texts and comprehension would be reinforced.

6. Students need to continue benefiting from a dual language program to add meaning to Open Court reading.

Topic: Effective Instructional Practices of Native American Heritage

- URL Internet Address (if applicable):  
[www.sfu.ca/mpp/aboriginal/colloquium/pdf/Improving\\_Performance.pdf](http://www.sfu.ca/mpp/aboriginal/colloquium/pdf/Improving_Performance.pdf)
- Article Summary: The most relevant parts said that there is a cultural mismatch between what they are taught in their family & culture as opposed to what they are taught in school.
- Application to our work: We need to be familiar with the culture of our Native American students and teach in ways that are culturally sensitive to them.

**Study Group: Safe and Supportive Learning Environment**

**Goal:** By 2010, Valley View Elementary School will have a safe and supportive learning environment where all students feel safe, respected and connected to others. During the 2008 – 2009 school year there will be an improvement of 20 total percentage points in “always” and “almost always” responses on the CEE staff survey question, “The curriculum we teach reflects the cultures of the community we serve” (increase to 69%) and on the student survey question, “Most students are respectful of others at this school.” (increase to 72%)

**Study Group Members:**

Kari Breeden, Robert Ferguson, Kim Thomas, Salvador Padilla, Deborah Liebert, Tracie Crook , Janell Kegley, Monica Solis – Not in attendance, Norma Ramos – Not in Attendance

**Topics:**

- Navigation 101 Research
- Second Step Curriculum
- Discipline Policy
- GLAD- Guided Language Acquisition Design

**Learned:**

- Bullying is an issue for teachers, students, paraeducators, administration, office staff
- We need more information about Navigation 101
- We need more materials, staff buy-in and trainings on the Second Step curriculum
- We need to “fill in the gaps” of our discipline policy and we need all staff buy-in

**Rationale:**

- **Second Step-** Social and emotional skills are important to healthy child development. Children with weak social and emotional skills are at risk for developing problems in school (Wentzel and Wigfield, 1998) and later in the workplace (Spencer and Spencer, 1993). In particular, aggressive children are especially at risk for developing more serious problems throughout childhood and adolescence (Campbell, 1995; Parker and Ashler, 1987). Even for children who do not display behavior problems, a lack of social-

emotional skills interferes with social and emotional development (Weisberg and Bell, 1997)

- **GLAD** See Don Bender for Research Based Curriculum  
GLAD is a model of professional development in the area of language acquisition, academic achievement, and cross-cultural skills.
- **Discipline Policy**  
Valley View Elementary needs to implement and follow a consistent school wide discipline policy that holds staff and students accountable for their actions.
- **Navigation 101** This program involves student portfolios where students compose and track their own learning and progress. In some high schools it has led to 98% of parent participation in conferences.

### **Publication Base:**

- Literature review
- Research Synthesis
- Opinion
- Model
- Professional Experience
- Journal

### **Level of Change:**

#### **First Order-**

- Training and development of Second Step curriculum to all certified and classified staff
- Training and development of Guided language Acquisition Design Program
- Continued training and practice of discipline policy
- Observe Navigation 101 being implemented in other districts

#### **Second Order-**

- Implementation of Second Step curriculum in all classrooms
- Implementation of GLAD
- Certified and classified staff, administration, and student “buy-in” of discipline policy
- Implementation of detention room, for discipline consistency and follow through
- Discussion and possible implementation of Navigation 101

### **Research – Safe and Supportive Learning Environment**

#### **Topic: Second Step Curriculum**

- Bibliography: Beland, Kathy. Second Step: A Violence Prevention Curriculum. Seattle: Committee for Children, 2002.
- Article Summary: The curriculum outlines the importance of teaching social and emotional skills as cited by this committee in the action plan outline. It includes a program overview that details the scope and sequence of the program including empathy training, impulse control and problem solving, along with anger management. The materials also include details on how to prepare to teach the program, how to use the curriculum, transfer of learning, and customizing the program. In addition, the classroom climate is addressed with information on how to create a respectful, caring classroom. An extensive book list with

classic stories that supplement the activities in the curriculum is included as a means for reinforcing ideas while promoting reading.

- Application to our work: As a committee, we reviewed the materials for consideration of implementation in our classrooms. We agreed that the curriculum was relative to our goal of achieving an optimal safe and supportive learning environment while promoting pro-social skills that students would utilize throughout their life.

### **Study Group: Math**

**Goal:** By 2010, increase the percent of students meeting the math WASL standard in grades 3-5 to 50% (average across three grade levels) and have 80% of K-2 students demonstrating proficiency on district math assessments on Spring Data.

**Study Group Members:** Krista Allgaier, Danita Worley, Lyndsay Evans, Sandy Leavitt, Marsha Graf, Xavier Stage, Mike Davis

### **Topic: Math**

#### **Learning:** (What we learned)

We need to make sure our teaching lines up with what students are required to learn through the EALRS as well as the new WASL standards being sent down from OSPI. We should have a clear idea of what others are teaching before and after students are in our classroom. We also need to inform the parents of the state standards and curriculum used in the school.

#### **Rationale:** (Why would you use it?)

Our students are performing below state and district standards in math. Students are not reaching the goal so we will implement the tasks in the action plan to reach the goal.

#### **Application:** (Considerations for putting into practice)

The action plan tasks are to implement the new math standards issued by OSPI. Parallel planning for teachers, taking a day to plan with a grade level below and a grade level above. Last a parent math night, three nights at the beginning, middle and end of the school year. These nights are for the parents to come and learn vocabulary and to understand the math programs as well and the WASL.



## ACTION PLANS

### **Instructional Program Description** **(Required for SWP#2)**

Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?

#### **Description of Literacy Instructional Program:**

The reading program is based on ninety minutes of uninterrupted daily instructional time using Open Court/Foro Abierto reading curriculum with an additional thirty-five minute “workshop” for all students. Workshop is the block of time to focus on differentiating instruction for students, enrichment for students who have reached benchmark and intervention for students needing additional support. The reading program is taught in the students’ first language (L1) in grades K – 2 and in both Spanish/English, alternating by story, for grades 3 – 4.

The writing program is a forty-five minute block, 3 – 4 times a week, using the Lucy Calkins program and Step Up to Writing. We are currently receiving professional development and creating a curriculum continuum in this area.

Reading:

Reaching Coach

Adopted Open Court/Foro Abierto

Interventions: Open Court Intervention Guide, preteach, reteach, PALS, SIPPS, Structural Analysis and Fluency

DIBELS/TEJAS LEE/IDEL for screening and progress monitoring

Use technology for student data/monitoring

Extended day learning including skills in Reading, Writing, Math, before school reading club

Grade level collaborative planning daily for 30 minutes

Grade level below/above collaborative planning time 30 minutes a week

### **Description of Math Instructional Program:**

Everyday Math, as the name applies, incorporates the math used in the everyday world, uses a spiraling strategy, and gives the students an education that is aligned to the academic standards and grade level expectations established by the state. In the world around us, math is used in almost every aspect of life. Everyday Math uses games, math boxes, and hands-on worksheets to engage the students in learning mathematics. The games reinforce the lessons learned and help students with different learning styles to apply the concepts in the lessons. The spiraling strategy was developed to expose students to different strands and concepts within a week's lessons. It has some deficit in that it is difficult for students that are 1 to 2 years behind their age group or are a dual language student. They do not have the mastery of the content to do the work at that grade level. There are interventions that have been established to help fill in the deficits. Everyday Math curriculum is used throughout Washington, and it does invite students to enjoy the world of mathematics with its games and use of hands-on mathematics in the everyday world.

#### Math Specialist

- Everyday Math Curriculum Adopted
- Interventions: Origo Math Fluency
  - Kindergarten fluency of number recognition to 100, count by 2's, 5's, 10's, and addition
  - 1st grade fluency on addition and subtraction
  - 2nd grade fluency on addition and subtraction
  - 4th grade fluency on subtraction, multiplication
  - 5th grade fluency on subtraction, multiplication, division
- Math Whizz at 3rd, 4th, and 5th grades and special needs
- Math Intervention Communities in third grade, fourth grade and fifth grade

### **Description of Bilingual Instructional Plan**

Valley View Elementary School will provide services and support to English Language Learners (ELL) in the following manner:

#### Kindergarten:

In 2002-2003 West implemented a Dual Language Program in one section of Kindergarten. In the Dual Language class beginning in the 2004-2005 school year, Math was taught in English, while Social Studies and Science were taught in Spanish. Reading and Language Arts are taught in the child's native language. Incidental conversation is in English and then in Spanish is spoken in the class every other day. Valley View is continuing this model in the 2006/07 school year.

#### First Grade:

First Grade Dual Language began in 2003-2004. We now have two sections of Dual Language classes in first grade. In the Dual Language class Math is taught in English, while Social Studies and Science are taught in Spanish. Reading and Language Arts are taught in the child's native language. Incidental conversation is in English and then in Spanish. This pattern takes place in the class every other day.

The other first grade classroom provides instruction in English with the use of sheltered English techniques. A paraeducator provides native language instructional support and assist with teaching basic concepts in the students' primary language.

#### Second Grade:

In 2004-2005 we implemented a Dual Language Program with two sections in second grade. In the Dual Language class, Math is taught in English, while Social Studies and Science are taught in Spanish. The Spanish and English readers receive 60 minutes of Spanish Reading instruction and 90 minutes of English Reading instruction. Language Arts is taught in English and Spanish as well. Incidental conversation is in English one day and Spanish the other day.

The other second grade classroom provides instruction in English with the use of sheltered English techniques. A paraeducator provides native language instructional support and assist with teaching basic concepts in the students' primary language.

#### Third Grade:

In 2005-2006 we implemented the Dual Language Program in one section of third grade. Math is taught in English, while Social Studies and Science are taught in Spanish. The Spanish and English readers receive 60 minutes of Spanish Reading instruction and 90 minutes of English Reading instruction. Language Arts is taught in English and Spanish as well. Incidental conversation is in English one day and Spanish the other day.

In 2006-2007, Valley View has two sections of Dual Language classes in third grade.

The other third grade classroom will receive instruction in English with use of sheltered English techniques. Para-educators provide native language instructional support and assist with teaching basic concepts in the students' primary language.

#### Fourth and Fifth Grades:

In 2006-2007 we implemented the Dual Language Program in one section of fourth grade. Math is taught in English, while Social Studies and Science are taught in Spanish. The Spanish and English readers receive 60 minutes of Spanish Reading instruction and 90 minutes of English Reading instruction. Language Arts is taught in English and Spanish as well. Incidental conversation is in English one day and Spanish the other day.

Fifth grade students are placed in classrooms where instruction is in English. Sheltered English techniques are used and paraeducators are available to provide native language support as needed. Reading groups are leveled to facilitate students who are still in transition.

### **Description of Dual Language Instructional Plan**

#### **Key components of dual language**

Valley View's dual language program is based on the theoretical framework described in Thomas and Collier's *PRISM Model* (2004). This research identifies 4 key components that are critical to meeting the needs of culturally and linguistically diverse students and their families.

- 1) Language development in the student's dominant language (**L1**) and in their second language (**L2**)
- 2) Academic development in L1 and L2
- 3) Cognitive development
- 4) Social and cultural processes

#### **How dual language will improve school organization**

Dual language provides the framework for a school culture that addresses the *Social and Cultural Processes* that are at the heart of successful programs for multicultural communities and their educators. Valley View's dual language program relies on teaming teachers who work collaboratively to develop curriculum and deliver bilingual instruction. As the model evolves the school's organization is aligning with the research of the PRISM model, and the collaborative efforts of the staff. Improving academic achievement and higher levels of biliteracy (among both staff and students) strengthen the organizational structure of the school.

### **How dual language will improve school instruction**

The dual language program provides staff development that increases the levels of achievement for all students and especially the English Language learners. Project GLAD (Guided Language Acquisition Design) provides staff development activities that are job-embedded and include peer/expert coaching that takes place in the classroom.

### **How dual language will improve student learning**

There is a great deal of research that documents how dual language programs, that are well implemented, are the most effective in raising the levels of achievement for English learning students. Valley View's dual language program is evolving into an enrichment model that includes more English fluent students who are learning Spanish as their second language. The English fluent students and Spanish fluent students are classmates who work together to learn each other's languages while developing grade level academic skills. The integration of students from diverse backgrounds provides more fluent language models, which improves the levels of language and academic learning. Spanish speaking students learn literacy and thinking skills first in their dominant language, which develops higher levels of cognition.

### **Components that meet the needs of special populations**

**Family:** Spanish speaking families are valued for their linguistic and cultural backgrounds. As a resource they are welcomed into the school as partners in their children's education. Immigrant families are more involved and able to help their children when the language of instruction is Spanish.

**Staff:** Teachers develop the instructional and cultural skills that they need as educators in a dual language program. Valley View's instructional program focuses on Project GLAD (Guided Language Acquisition Design) to integrate biliteracy and multicultural activities throughout the content areas.

The PRISM model guides the school community as it develops a shared vision and decision-making process.

**Students:** Spanish dominant students are offered a bilingual program that will develop high levels of linguistic, academic and cognitive skills. These students participate in a program that fosters a value of their home culture while addressing their need to resolve the social and cultural issues that disproportionately impact the learning of children from minority groups. These students will enter Middle School as biliterates English dominant Hispanic students are offered a Heritage language program that meets their need to strengthen their cultural roots and build upon the richness of their diversity. These students will enter Middle School as biliterates.

English speaking students from Anglo families are offered a gifted program that cultivates the rich linguistic resources of the Valley View community. These students will enter Middle School as bilinguals.

**Community:** The community receives graduates who are prepared to compete in a world-wide economy while contributing politically, socially and economically to their multicultural community.

### **SWP #3: Instruction by Highly Qualified Teachers and Staff**

Each teacher and paraprofessional at Valley View Elementary meets the qualification requirements of NCLB. The necessary documentation reflecting this is kept in the district's personnel office. Professional development activities for the building focus on core academic subject areas. Paraprofessionals receive additional training from the reading and math coaches to improve their delivery of small group instruction that reflects the GLE's. Parents and volunteers are also invited to attend curricular area trainings.

### **SWP #5: Attract High Quality, Highly Qualified Teachers**

- Para-professionals are all certified with the NCLB mandate and they receive training in the AM for 15 minutes each day on reading instruction, etc.
- Principal will attend job fairs to seek highly qualified teachers to replace any teachers who move.
- Word of mouth will be used to get prospective highly qualified teachers.
- New teachers will be assigned mentors. The district is currently involved in a Teacher Induction Grant that is providing ongoing mentoring and training for new teachers to increase teacher retention rates. This program is an incentive for teachers to come to Toppenish School District.
- Heritage University and Central Washington University will be used to recruit highly qualified teachers and student teachers.
- As allowable, continuing education credits or clock hours will be provided for in district trainings to help teachers move along the salary continuum and maintain their highly qualified status.
- In district programs through Heritage University will also provide participating teachers with college credits toward an endorsement in ESL or bilingual education.
- If a vacancy occurs, Valley View will use a variety of strategies to recruit the most highly qualified. Otherwise, vacancies will be filled through district contract policy.

### **SWP #8: Teachers Included in Assessment Decisions**

New teachers will attend training on "Quality in Education" which is based on using student data and classroom level assessments to make instructional decisions. All teachers will be involved in their grade level Professional Learning Communities. The PLC's have been designed to share data and to assist each other in identifying and implementing the most effective instructional strategies and interventions to meet the individual needs of students. At Valley view Elementary, all teachers, specialists, counselors and Para educator staff are involved at looking at assessment data and using it to maximize learning. The Reading and Math Coaches also facilitate looking at

data and assisting in prescribing individual or group interventions. Data points that are readily utilized at Valley View are DIBELS, DIBELS Progress Monitoring, Tejas Lee, MAPS, WLPT, and WASL. The district is currently working on developing common assessments, the backbones of PLC's, in math and writing. These data collection formats will also be used to assess student progress and measure the attainment of Valley View Elementary's school-wide program goals.

School wide scores disaggregated as appropriate, will be reported in Valley View Elementary's *Annual Report*. Individual student scores will be reported and discussed with the student's parents during the parent-teacher conferences. Individual student progress will also be documented on report cards issued throughout the year.

#### **SWP #9: Providing Assistance to Students Experiencing Difficulty**

- Valley View has a reading assessment system in place (DIBELS and Tejas Lee) that identifies students who are struggling or behind. These students receive extra help until they are on grade level – Tier III. Valley View, under the direction of the Reading Coach, consistently and constantly assesses all students and develops intervention strategies for students that do not make benchmark.
- The Reading Coach and Reading Specialist monitor the implementation of the strategies and student scores, etc. and move students in and out of programs/interventions as deemed by assessment results.
- MAP testing also helps identify students that may be having difficulty in math so that remediation strategies can be put into place.
- Valley View also has a full time counselor and a Family Support Team to provide interventions/referrals for students that exhibit problems that prevent them from learning. Parents and guardians are an integral part of the Family Support Team concept.

## **Action Plans**

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

## Literacy Action Plan Outline

**School Improvement Goal:** By 2010, increase the percent of students meeting the reading WASL standard in grades 3-5 to 80% (average across three grade levels), the writing WASL standards to 50% in grade 4, and the DIBELS/IDEL/TEJAS LEE end-of-year benchmark level to 70% (average across all grades) in L1 and 50% (across grades 3-5) in L2.

**Strategy:** Develop a clear and shared vision, which guides literacy learning.

**Rationale:** Achieving a shared vision creates a consistent direction and expectations, which increases the frequency of appropriate instructional decisions because everyone knows where we are going and why.

<b>Activities/Tasks to achieve this goal</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Available</b>	<b>Who is Responsible? Who is involved?</b>	<b>Monitoring Effectiveness</b>
What actions will occur? What steps will staff take?	How will staff acquire the necessary skills and attitudes to implement the activity?	When will this strategy or action begin and end?	What existing and new resources will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
<b>Action Item 1:</b> Align literacy curriculum (including; Open Court, Step Up to Writing and content area literacy) with the EALRs, GLEs and ELD standards	Training on the process of <b>Backward mapping of curriculum</b> for deep alignment with EALRs	2008-2009  Starting in June 2008	<b>On Grade -Level Resources</b> including; GLEs, ELD WASL Stems,  Classroom-Based Assessment – Curriculum guides and instructional materials  <b>GLAD</b> thematic Units, web based clearing house	<b>Backwards Curriculum Mapping:</b> Cathy Benedetti (ESD), Patty Schmella, Reading Study Group, Patty Diaz, Tracie Crook, Don Bender and other experienced Valley View staff members –  <b>Open Court,</b> Company consultants, Reading First support staff.	Grade Level Curriculum Map (Working document) maintained by each PLC as recorded in the minutes  Building wide Curriculum Map (working document) maintained by the reading coach  Reading Continuum (similar to the current math continuum)  Classroom Based Measures (CBM)
<b>Action Item 2:</b> Implement necessary supplemental activities and resources to provide balanced literacy that addresses EALRs related to writing, literacy in the content area, reading for a variety of purposes including enjoyment, and life long learning.	<b>GLAD Summer School Institute,</b>  <b>Job-embedded coaching;</b> GLAD, Step Up to Writing, Units of Study for Teaching Writing (Lucy Caulkens), Literacy Circles (Knee to Knee), Higher Order Teaching Skills (HOTS), Thinking Maps, Technology, Para pros coordination, content area literacy  Parents will participate in <b>family literacy</b> activities that raise the levels of literacy in the home.	2008-2009  Starting June 30	GLAD trainers (ESD)  Materials  Writing continuum  Neilia and Yolanda  Revised Edition of Step up to Writing  Chapter books	<b>Summer School Institute</b> Don Bender, teachers and coaches  <b>Job-embedded coaching;</b> Don Bender, Esperanza Paul, other experienced teachers, reading coaches, other specialists  Principal district/building coaches and coordinators, consultants, teachers, Para pros  <b>Family Literacy;</b> Aida Flores	80-85% Mastery of specific skills, as measured by skill assessment.  Lesson plans will reflect balanced literacy activities that are aligned with Open Court and implemented in the classroom.  Increase in the number of GLAD units developed, and implemented in the classroom. Unit plans collected and on file in the Reading Coach's office for dissemination and adaptation building wide.  Increased inventory of a variety of literacy resources in the library and classrooms  Fall to Spring changes in the amount and quality of

					balanced literacy activities practiced by teachers and students in the classrooms and library as observed by peers, and/or coachers
<b>Action Item 3:</b> Develop a deep understanding of the needs of our culturally and linguistically diverse populations.	All staff will participate in activities related to socio/cultural language acquisition research/theory (PRISM model), including; book studies, Spanish language/culture classes, cultural awareness workshops, job-embedded coaching on effective instructional techniques that meet the socio/cultural needs of families. Guided discussions of socio/cultural processes required for academic success will take place in PLCs, grade level meetings, staff meetings and other training activities.	2008-2009	Activities offered by local universities, ESD, OSPI, WABE and from within the district.  Technology including; CONEVyT, Rosetta Stone, multimedia, World Wide Web	Robert Roybal, Patty Diaz, Aida Flores, Sylvia Nishi, Coco Mayo-Shjerven, Miguel Guizar, Salvador Padilla, Sandra Martinez, Marisol Sandoval, Esperanza Paul, Para pros and others with an understanding of cultural contrasts.	Changes in the numbers of teachers with professional endorsements, number of clock hours and/or credits that are related to ESL/Bilingual education
<p>Procedures for evaluating success in reaching this goal: <b>What SUMMATIVE evidence will be used to show this activity has made a difference in student outcomes?</b></p> <p>Success will be evaluated by measuring changes in content area literacy skill levels as measured by pre and post tests utilizing a variety of instruments including; WASL, Classroom Based Assessments...</p> <p>Surveys will be developed that are designed to measure changes (from the beginning of the school year to the end) in the amount of reading/writing for enjoyment, levels of time spent in free voluntary reading/writing in content areas, in the library and outside of school.</p>					

## Math Action Plan Outline

School Improvement Goal: By 2010 increase the percent of students meeting the math WASL standard in grades 3-5 to 50% (average across three grade levels) and have 80% of K-2 students demonstrating proficiency on district math assessment on Spring data.

Strategy: Develop a clear and shared vision, which guides math learning and supports effective instructional practices that meet the needs of all students.

Rationale: Valley View students are performing substantially below grade level expectations in math. Increased focus on appropriate instructional strategies and parent support will enable students to perform at higher levels.

<b>Activities/Tasks to achieve this goal</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Available</b>	<b>Who is Responsible? Who is involved?</b>	<b>Monitoring Effectiveness</b>
<p>What actions will occur? What steps will staff take?</p> <p><b>Action Item 1:</b> Effectively implement new OSPI Math Standards and through grade level and cross grade planning align mathematics curriculum (including: Everyday Math, TSD Mathematics Intervention materials and Maths Whizz) with the EALRs, GLEs and ELD standards</p>	<p>Orientation to new math standards</p> <p>Training on the process of Backward mapping of curriculum for deep alignment across all grade levels</p>	<p>2008 – 2009 School Year</p>	<p>New OSPI Math Standards</p> <p>Everyday Math program</p> <p>District Math Coordinator and Coaches</p> <p>TSD Math Intervention Materials</p> <p>Maths Whizz Computer Program</p>	<p>Classroom Teachers, Building Math Coach District Math Coordinator Principal</p>	<p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>Evidence of implementation of math standards in classroom lessons</p> <p>Alignment of Everyday Math Curriculum to the Math Standards at each grade level</p> <p>Grade Level Curriculum Map (Working document) maintained by each PLC as recorded in the minutes</p> <p>Building wide Curriculum Map (working document) maintained by the math coach Classroom Based Measures</p> <p>Assessments: WASL, MAP Tests, District Assessment, Classroom-based assessments Assessments: WASL, MAP Tests, District Assessment, Classroom-based assessments</p>
<p><b>Action Item 2:</b> Increase the mathematics content knowledge of classroom teachers and improve knowledge of effective instructional strategies that meet the needs of diverse learners.</p>	<p>Hire a consultant, priority will be given to securing the services of Lucy West, to work with instructional staff on an ongoing basis</p>	<p>2008 – 2009 School Year</p>	<p>Everyday Math Program</p> <p>ESD 105 Math Coordinator</p> <p>District Math Coordinator and Coaches</p>	<p>Classroom Teachers, Building Math Coach District Math Coordinator Principal</p>	<p>Evidence of increased teacher mathematics content knowledge and implementation of concepts and strategies taught in math workshops</p> <p>Increased student achievement resulting from increased instructional effectiveness</p>
<p><b>Action Item 3:</b> Increase parent understanding of the math program to increase support abilities at home and follow-through with homework assignments</p>	<p>Development of Parent Presentation(s)</p> <p>Reorientation to Home-School Connection components of the Everyday Math program</p>	<p>2008 – 2009 School Year</p>	<p>Everyday Math Program</p> <p>Classroom Teachers</p> <p>District Math Coordinator and Coaches</p>	<p>Classroom Teachers, Building Math Coach, District Math Coordinator, Principal</p>	<p>Parent Workshop Attendance Logs</p> <p>Parent Survey information</p> <p>Evidence of increased homework return and accuracy</p>

	Development and implementation of a school-wide homework policy		Spanish Math Vocabulary		
<p>Procedures for evaluating success in reaching this goal: <b>What SUMMATIVE evidence will be used to show this activity has made a difference in student outcomes?</b>  Increase in homework productivity and accuracy, increase in student learning as measured by common assessments.</p>					

## Safe and Supportive Learning Environment Action Plan Outline

**School Improvement Goal:** By 2010, Valley View Elementary School will have a safe and supportive learning environment where all students feel safe, respected and connected to others. During the 2008 – 2009 school year there will be an improvement of 20 total percentage points in “always” and “almost always” responses on the CEE staff survey question, “The curriculum we teach reflects the cultures of the community we serve” (increase to 69%) and on the student survey question, “Most students are respectful of others at this school.” (increase to 72%)

**Strategy:** Develop a clear and shared vision, which creates an effective environment for teaching and learning and increases the cultural proficiency of each staff member.

**Rationale:**

- **Second Step** Social and emotional skills are important to healthy child development. Children with weak social and emotional skills are at risk for developing problems in school (Wentzel and Wigfield, 1998) and later in the workplace (Spencer and Spencer, 1993). In particular, aggressive children are especially at risk for developing more serious problems throughout childhood and adolescence (Campbell, 1995; Parker and Ashler, 1987). Even for children who do not display behavior problems, a lack of social- emotional skills interferes with social and emotional development (Weissberg and Bell, 1997). Research confirms that school and the family are the two most important social and emotional learning environments for children (Weissberg, Caplan, and Harwood, 1991). The skills that result from this learning can promote healthy or unhealthy development. Thus, it is critical that educators take advantage of the rich opportunities inherent in school settings to reach positive social and emotional skills.
- **Guided Language Acquisition Design** GLAD is a model of professional development in the area of language acquisition, academic achievement, and cross-cultural skills
- **Discipline Policy** Valley View Elementary needs to implement and follow a consistent school wide discipline policy that holds staff and students accountable for their actions.
- **Navigation 101** This program involves student portfolios where students compose and track their own learning and progress. In some high schools it has led to 98% of parent participation in conferences.

Activities/Tasks to achieve this goal	Professional Development	Timeline	Resources Available	Who is Responsible? Who is involved?	Monitoring Effectiveness
What actions will occur? What steps will staff take?	How will staff acquire the necessary skills and attitudes to implement the activity?	When will this strategy or action begin and end?	What existing and new resources will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
<b>Action Item 1:</b> Evaluate the current discipline plan and procedures and revise it to create a process that results in a safe and supportive learning environment for all children.	Reorientation of all staff members to the current discipline plan  Training for all staff members on the revised plan when developed and adopted	2008-2009 school year  Revisit mid-year	Internet  Other school districts  Counselor	Safe and Supportive Learning Environment Committee members, Principal, Counselor, Parents	Improved student behavior in all areas of the school  Decline in office referrals
<b>Action Item 2:</b> Implement Guided Language Acquisition Design (GLAD) to provide culturally relevant practices and high standards that meet the learning needs of all children	A core team of teachers will be trained to use GLAD during Summer School of 2008  Additional staff as training is available	2008-2009 school year	Don Bender, Bilingual Coordinator  Esperanza Paul, Third Grade Teacher  ESD 105 Staff  Other school districts	Robert Roybal, Principal; Don Bender, Bilingual Coordinator; Teachers	Training occurs as planned  Student and/or learning group assessments

<p><b>Action Item 3:</b> Implement the Second Step curriculum to support the social skill development of all children and create an atmosphere where children have the skills and knowledge to treat others with respect</p>	<p>All staff including teachers and Para-educators will acquire the knowledge of the curriculum</p>	<p>Curriculum implemented Fall, 2008</p>	<p>Additional Second Step curriculum purchased (8 English, 2 Spanish)</p>	<p>Principal Counselor Safe and Supportive Learning Environment Committee members</p>	<p>Create and use simple form to gather data on behavior monthly, use a baseline of the percentage of students on green cards</p>
<p><b>Action Item 4:</b> Develop practices that promote individual responsibility in the learning process, including goal setting, self-evaluation and student-led conferences with a program like Navigation 101 (Elementary Program)</p>	<p>Teachers will research and/or observe Navigation 101  Training provided to all teachers in the adopted program.</p>	<p>Within the 2008-2009 school year</p>	<p>Navigation 101 website  Franklin- Pierce Public Schools</p>	<p>Principal Safe and Supportive Learning Environment Committee members</p>	<p>NA at this time</p>
<p><b>Procedures for evaluating success in reaching this goal:</b> What SUMMATIVE evidence will be used to show this activity has made a difference in student outcomes? Committee revisits goals during the 2008-2009 school year. Re-administer CEE staff question, “the curriculum we teach reflects the cultures of the community we serve” and student survey question, “Most students are respectful of others at this school” to evaluate percentage points in comparison with 2007-2008 school year results.</p>					

## Collaboration and Communication Action Plan Outline

**School Improvement Goal:** By 2010, Valley View Elementary School will have communication and collaboration plans in place that insure quality home-school-community partnerships and support strong professional learning communities for all staff members. To measure progress, on the 2008-2009 EES Survey the Valley View staff will score equal to or better than comparison elementary school in all areas of the Organization Trust spider graph.

**Strategy:** Develop a clear and shared vision, which guides communication, collaboration and decision making to support student learning.

**Rationale:** Provides every staff member with common knowledge of goals, expectations, and daily events. Having a clear decision making process will improve trust and accountability. It will help us become better team members, access new teaching models, and improve instruction.

<b>Activities/Tasks to achieve this goal</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Available</b>	<b>Who is Responsible? Who is involved?</b>	<b>Monitoring Effectiveness</b>
What actions will occur? What steps will staff take?	How will staff acquire the necessary skills and attitudes to implement the activity?	When will this strategy or action begin and end?	What existing and new resources will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
<b>Action Item 1:</b> Develop a communication plan that includes strategies to keep staff highly informed on building information and parents /community informed of school activities and curriculum information	Effective Communication Strategies  Computer publishing skills	2008 – 2009 School Year  Reviewed three times per year.	EES Survey  Teacher interviews  Other school models.	Communication and Collaboration committee members  Principal  Staff.	EES Survey  Teacher Feedback  Parent Feedback
<b>Action Item 2:</b> Define a decision making process which clarifies expectations, norms, and responsibilities supporting decision making across the school	Training on the model when it has been developed	2008 – 2009 School Year  Reviewed three times per year.	EES Survey  Other school models	Communication and Collaboration committee  Principal and Staff.	EES Survey  Teacher Feedback
<b>Action Item 3:</b> Develop a teacher driven Professional Learning Community model that requires strong teaming and collaboration to support student learning and includes team flexibility, structured and identified time and protocols for action and participant behavior	Mary Russo Training  Mary Russo Book Study	2008 – 2009 School Year  Reviewed three times per year.	<u>On Common Ground:</u> DuFour, Eaker, DuFour  <u>Creating Professional Learning Communities:</u> Mary Russo  <u>Learning by Doing:</u> DuFour, DuFour, Eaker, Many	Communication and Collaboration committee  Principal  Staff	EES Survey  Teacher Feedback  Effective PLC Norms and Processes in place
Procedures for evaluating success in reaching this goal: <b>What SUMMATIVE evidence will be used to show this activity has made a difference in student outcomes?</b> Communication and Collaboration will improve as shown in the 2008-2009 EES Survey where the Valley View staff will score equal to or better than comparison elementary school in all areas of the Organization Trust spider graph.					

## **Professional Development (SWP#4)**

The following information is extrapolated from each action plan together with any district-wide initiatives to create a professional development plan and calendar. Information includes a description of how professional development is sustained and how district resources (including Title I set-aside funds) support the school's professional development. (Attach calendar)

Professional development activities are outlined in the Literacy, Math, Collaboration/Communication, and Safe and Supportive Learning Environment Action Plans. These include, but will not be limited to:

- Guided Language Acquisition Training (GLAD)
- Backward Planning/Curriculum Mapping
- Step Up to Writing Training
- Higher Order Thinking Skills (HOTS) Training
- Cultural Competency Workshops
- Effective Instruction Practices in Math
- Second Steps/Effective Discipline Practices
- Professional Learning Communities

The Valley View Professional Development Planning Sheet (Current Draft) is included in Appendix B of this plan.

### **ONGOING PROGRAM DEVELOPMENT**

Two types of information will be available to the SIP/SWP team. One type will be the assessments of student achievement described in the section above. The other will be gathered from the completion of various timelines established or approved by the SIP/SWP team as it plans for the operation of the School Wide Plan. From this information the SIP/SWP team will be able to infer whether the plan was organized, carried out as planned, and whether the students (individually and/or collectively) met the goals established for them. These inferences will form the basis for any changes needed in the School Wide Plan or its implementation.

## **Parent Involvement SWP #6**

The following information is extrapolated from each action plan and includes any current school and district-wide initiatives to parent/community involvement in the school. The strategies are planned to increase meaningful parental/family involvement. Cultural competency information shared can shape and nurture a greater degree of parent/community involvement in our school.

### PARENT INVOLVEMENT

To increase parents' involvement in their children's education each Action Plan goal includes parent involvement activities as appropriate. Parents will serve as the core around which ongoing parent involvement activities will be implemented. Family Engagement activities are outlined in the Literacy, Math, Collaboration/ Communication, and Safe and Supportive Learning Environment Action Plans. These include, but will not be limited to:

Back to School Curriculum Night  
Family Literacy Nights  
Mathematics Curriculum Night  
WASL Math Night  
Family Math Night  
Family Science Night  
Cinco de mayo Family Celebration  
Parent Advisory Committee (PAC) Information Nights

To insure that appropriate resources are made available and utilized, information about linkages with other community parent support programs will be made available at all meetings involving parents, and in school-wide parent communications. Agencies outside of the Toppenish School District with whom Valley View Elementary School has developed linkages are as follows:

- Yakima Valley Farm Workers Clinic
- Northwest Community Action Center
- Readiness-To-Learn
- Washington State Migrant Council
- EPIC
- Safe Haven
- Toppenish Police Department
- Heritage University
- University of Washington
- AmeriCorp
- VISTA
- City of Toppenish

The home liaison and school counselor will work with other community members to continue to develop these very important linkages.

## **Coordinate Transitions SWP #7**

The schoolwide program will coordinate transitions for preschool children into the elementary programs in the following ways:

### **TRANSITION PLAN**

The transition from preschool to kindergarten will be strengthened by a district-wide committee composed of school district representatives and representatives of various childcare and pre-school organizations. The goal of this committee is to acquaint pre-school and childcare providers with the school district's kindergarten program and to acquaint the schools with the activities carried on in childcare facilities and pre-schools. In-service in early childhood education, provided to school district personnel, would be made available to those childcare and pre-school providers who wish to take part. A "Kinder Academy" is held annually in August prior to the start of the regular school year. Incoming kindergarten students attend school for a half-day for a period of 5 to 10 days (depending of the availability of funding) to become acquainted with the school environment and procedures. Teachers make a home visit to each new kindergarten student and deliver a welcome bag of educational materials to be used at home to help with school readiness. Valley View Elementary works closely with the Toppenish School District preschool program, Head Start and Tribal Head Start to provide visitation opportunities as well as enrollment information to students and parents.

The transition from 5<sup>th</sup> to 6<sup>th</sup> grade is facilitated through meetings between the district's fifth and sixth grade teachers. We also provide a "6<sup>th</sup> Grade Academy" where incoming sixth graders have the opportunity to attend Middle School for a half-day for a week prior to the start of school. This provides these students an avenue to get to know the teachers, counselors, and administration as well as become familiar with campus and policies and procedures prior to the start of school. Secondly, using the information from the teachers and permanent file, the middle school counselors place the students in a program appropriate to the individual student's strengths and needs. The middle school also offers an "Orientation Night" for students and parents before school starts in the fall.

Each of the Toppenish Elementary Schools uses the same core curricular materials. Data is readily shared between buildings to help facilitate movement of students and provide continuity in instructional placement.

## **Response to School Performance Review** (formerly Educational Audit)

The following recommendations were made in our school's performance review. A description of how the recommendations were addressed in the development of the SIP is included.

**Recommendation #1: District and school leadership provide time, resources and training to ensure that staff develops instructional strategies and formative assessment that will improve student performance in reading and mathematics, thereby closing achievement gaps.**

Concerns supporting Recommendation

- Instructional practices in reading not closing achievement gap (C. 7)
- Minimal evidence that collaboration time is devoted to analysis of student work to inform mathematics instruction (C. 8)
- Lack of focus and balance in professional development (C. 9)
- Limited evidence of high expectations for student performance (D. 4)

*Both the Literacy and Mathematics action plans have an emphasis on improving staff development, in coordination with district offerings, to support effective instructional strategies and best practices to increase student learning in these content areas. Guided Language Acquisition Design (GLAD) implementation will begin that will help address language issues related to achievement and support effective instructional strategies for students who are learning English as a second language.*

**Recommendation #2: Staff researches, develops and implements rigorous and culturally relevant instructional practices across the curriculum.**

Concerns supporting Recommendation:

- Instructional practices in reading not closing achievement gap (C. 7)
- Lack of focus and balance in professional development (C. 9)
- Limited evidence of rigorous and culturally relevant instructional practice (D. 3)
- Limited evidence of high expectations for student performance (D. 4)

*Curriculum is adopted at the district level and is selected based on its appropriateness for addressing the varying cultures in the district. The implementation of GLAD will increase rigor and provide culturally relevant practices with student learning increases expected. All goals provide stretch goals for staff and students that will support higher expectations for student achievement.*

**Recommendation #3: Staff and school leadership collaboratively develop and implement school-wide decision-making and communication structures to ensure a positive school climate.**

Concerns supporting Recommendation: (Concerns listed with corresponding sections and numbers.)

- Limited evidence of comfortable climate for staff (B. 5)
- Limited evidence of effective communication between staff and administration (B. 6)
- Little evidence of a collaboratively developed, clearly defined and communicated decision-making process (A. 6)

*The Collaboration and Communication goal area specifically addresses each of these issues with a strategy focused on decision making, a strategy focused on communication and a strategy focused on collaboration through professional learning communities.*

**Recommendation #4: District, school and staff leadership collaboratively develop a comprehensive professional development plan that recognizes staff input, reflects school and district vision and goals, and achieves an appropriate balance between district-driven and school-driven professional development.**

Concerns supporting Recommendation:

- Little evidence vision/mission statement known by staff (A. 4)
- Little evidence of a collaboratively developed, clearly defined and communicated decision-making process (A. 6)
- Limited evidence of comfortable climate for staff (B. 5)
- Limited evidence of effective communication between staff and administration (B. 6)
- Lack of focus and balance in professional development (C. 9)

*District staff development decisions are based on identified needs within adopted curriculum. Decision making is based upon the needs identified in each school's Improvement Plan. Valley View Elementary School Professional Development activities will be drawn from identified areas in each goal area action plan. Staff assisted in the identification of those needs and planning for the various activities.*

## **Monitoring the Plan**

The Valley View Elementary School Leadership team members may be selected at the beginning of each new school year. The School Wide Plan will be presented to the entire staff at a faculty meeting in the beginning of the school year in August and to parents at a Parent Advisory Committee meeting.

### **The team will communicate with the school and community as follows:**

- There will be a monthly Newsletter written by the principal. This monthly Newsletter will be sent to all parents regarding what has occurred and what events will be taking place at Valley View Elementary.
- The Reading Coach will write a monthly Reading Newsletter. The Newsletter will be sent home with every student informing the parents what their student is learning in reading and how the parent may be able to assist the student at home.
- The school counselor will write a monthly Counseling Newsletter. This Newsletter will be sent home with every student, informing the parents of various topics having to do with students' physical, emotional, and psychological development. The Newsletter will have tips and ideas on how to speak to children at home, various non-physical discipline approaches, which may be used, and other helpful hints.
- Parent Advisory Committee (PAC) meetings will take place the first Tuesday of every month. All parents will be invited to attend. A monthly reminder notice will be sent home with each student. A special topic will be selected for every month and guest speakers will be invited to give presentations to parents during these meetings.
- The annual school "Report Card" will be mailed home to every parent.
- Fall and spring parent-teacher conferences will be held.
- Positive Teacher Post Cards will be sent to every student's parents on a monthly basis.
- Teachers will call parents on a monthly basis to discuss their student's achievements in school.
- The home liaison will be responsible for facilitating parent communications (apart from the communication approaches listed above) and for facilitating parent involvement.
- The home liaison and case manager will conduct regular home visits to certain parents who have been identified by a teacher.
- Four family nights will be conducted during the 2008-2009 school year.
- Fall and Spring Open House and Barbeque will take place.
- The community and media will be invited to special events such as the University of Washington Pipeline Project, Winter Festival, and Read for Success.
- Family Friendly Forums will be held in the community.

### **Data will be gathered as evaluated as follows:**

- WASL for grades 3 – 5
  - Administered each spring with results received, reviewed and evaluated in the fall.
- MAP for Reading and Math in grades 2 – 5
  - Administered twice a year (fall and spring) with results reviewed and evaluated after each testing period
- DIBELS for grades K – 5
  - Progress monitoring occurs every 6 weeks
  - DIBELS testing occurs three times per year
  - Results are reviewed and evaluated after each testing period.
- District math assessments for grades K – 5

- Results are reviewed and evaluated after each testing period.
- Open Court Unit Assessments for grades K – 5
  - Results are reviewed and evaluated after each testing period.
- Everyday Math Unit Assessments for grades K – 5
  - Results are reviewed and evaluated after each testing period.

**Frequency of Monitoring**

Work teams will monitor the activities in their goal area and review appropriate data on a monthly basis. Information will be used to develop, adjust and monitor the Implementation Plan every 30 days for submission to OSPI.

**(SWP Note: Using current data, annually review and evaluate all components of the SWP and adjust accordingly.)**

**Coordination and Integration of Federal, State and Local Services and Programs  
(Required of SWP)**

**List all federal and state funds funding sources allocated to this plan.**

<b>Funding Source</b>	<b>Amount</b>	<b>How Funds Meet Intent and Purpose</b>
Title I Part A	\$141,098	Funding was used to pay for staff, materials, supplies, and before and after school programs
Title I Part C-Migrant	\$13,365	Half time paraprofessional to provide support and interventions to Migrant eligible students in reading and math
State BEA		
State LAP	\$98,315	Funding was used to pay for a reading specialist to provide intensive interventions for the most at risk readers, materials, supplies, and before and after school programs
State Transitional Bilingual Program	\$140,000	Classroom teacher to help with reducing class sizes for the dual language program, paraprofessional staff to provide interventions and support to bilingual eligible students, supplies and materials to support ELL students
Local Levy	10,000	Technology and technology upgrades
Title II A Highly Qualified/Teacher Quality	\$35,000	Half time math coach/specialist
Title II D Technology	\$35,795	
Title III ELL	\$129,492	Funding was used to pay for staff professional development, curricular materials to support the dual language program, a half time dual language instructional coach, supplies, and professional development support during the extended school year GLAD lab school.
Title IVA Safe and Drug Free	N/A	
Title IV B Reap	N/A	
Title V Innovative Programs	N/A	
Other		

Schoolwide Programs may combine:

- Most Department of Education Federal Programs (except Reading First)
  - Title I, Part C, Migrant, Title VII Indian Education, and IDEA, Part B may be combined subject to restrictions-  
See OSPI Bulletin 77-07
- Local Funds
- State Basic Education Funds

Most state programs, such as I-728, State Special Education, State Highly Capable and State Transitional Bilingual are only for specific students and may not be combined.