

Columbia Elementary School Improvement Plan

Nov 2009 - Jan 2011



COLUMBIA ELEMENTARY SCHOOL DISTRICT STRATEGIC PLAN IMPLEMENTATION GUIDE NOV 2009 - JAN 2011 (SIP) 1.1

Name of School: Columbia Elementary School, Columbia School District of Burbank, Washington | **Grades:** Elementary pre K - 5

School/District Improvement Goal: To provide relevant and challenging work that engages students so that they persist when experiencing difficulties and feel a sense of accomplishment when they succeed.

Learning Strategy: The Columbia Elementary School and all elementary processes are an integral part of a pre-K to 12 grade system. Working collectively through collaboration and partnership all of the elementary employees will continually develop programs and processes to support student achievement in the Columbia School District system.

Rationale: Research shows that early intervention is a big factor in the success of our students. Students who enter school behind make growth but continue to lag behind their peers. We strive to minimize the wide range of abilities that are present in Kindergarten by raising the skills of student entering school.

District Strategic Goal and School Year	Strategy	Person(s) Responsible	Building Actions	Professional Development (PD) Needs	Progress Indicators	Evaluation Strategies and/or Tools
<p>Goal #1 Students are well prepared for the world with foundation skills in academic subjects coupled with strong work skills</p>	<p><i>What actions will occur? What steps will staff take to achieve this goal?</i></p> <p><i>1.1 of District Plan: Provided quality early childhood intervention programs.</i></p>	<p><i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i></p>	<p><i>What actions will the elementary take to support the district goals?</i></p>	<p><i>What professional development does the staff need in order to take the steps to achieve this goal?</i></p>	<p><i>What outcomes will indicate the progress is being made toward this goal?</i></p>	<p><i>How will you evaluate the implementation of this activity? What tool(s) will you use?</i></p> <p>Key Questions and PROGRESS REPORT</p>
<p>November 2009 – January 2011</p>	<p>Skills delineation throughout Kindergarten to measure student progress in reading</p>	<p>Title I Teacher Elementary Principal Kindergarten Team</p>	<p>Assess progress with DIBELS, summative and formative classroom assessments</p>	<p>Training in formative and summative assessments and strategies</p>	<p>Students entering below grade level in Kindergarten will exit on grade level in Reading.</p>	<p>Increase in student performance on DIBELS and other progress assessments.</p>
	<p>Bolster transition from preschool to Kindergarten through skills delineation</p>	<p>Special Prgm Director Pre-School Teacher</p>	<p>Assess progress with DIBELS, summative and formative classroom assessments</p>	<p>Training in formative and summative assessments and strategies</p>	<p>All children will enter Kindergarten on grade level Students entering below grade level in Kindergarten will exit on grade level</p>	<p>Increase in student performance on DIBELS and other progress assessments.</p>

Areas of Concern:

KinderScience Program discontinued as of 9/09 due to lack of financial resources.

Ready for Kindergarten Program discontinued as of 9/08 due to lack of financial resource.

Walla Walla Co-Op Preschool discontinued as of due to lack of financial resource and support from WWCC.

Completing This Form: Ian Yale, Principal _____

Date: _____

COLUMBIA ELEMENTARY SCHOOL DISTRICT STRATEGIC PLAN IMPLEMENTATION GUIDE NOV 2008 - JAN 2011 (SIP) 1.2

Name of School: Columbia Elementary School, Columbia School District of Burbank, Washington **Grades:** Elementary pre K - 5

School/District Improvement Goal: To provide relevant and challenging work that engages students so that they persist when experiencing difficulties and feel a sense of accomplishment when they succeed.

Learning Strategy: The Columbia Elementary School and all elementary processes are an integral part of a pre-K to 12 grade system. Working collectively through collaboration and partnership all of the elementary employees will continually develop programs and processes to support student achievement in the Columbia School District system.

Rationale: Content is at the heart of every lesson designed. A clearly defined scope and sequence allows teachers to be freed up as leaders and inventors of quality work and allows them to get beyond the "what do I teach?" mode. Furthermore, it assures that students are exposed to the right materials as they progress through our system. It is more than anything what truly defines us as a system, not just three schools.

District Strategic Goal and School Year	Strategy	Person(s) Responsible	Building Actions	Professional Development (PD) Needs	Progress Indicators Jan and June Measures	Evaluation Strategies and/or Tools PROGRESS
Goal #1 Students are well prepared for the world with foundation skills in academic subjects coupled with strong work skills	<i>What actions will occur? What steps will staff take to achieve this goal?</i> 1.2 of District Plan: <i>Build a curriculum system that supports staff in their efforts in providing engaging work for students.</i>	<i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i>	<i>What actions will the elementary take to support the district goals?</i>	<i>What professional development does the staff need in order to take the steps to achieve this goal?</i>	<i>What outcomes will indicate the progress is being made toward this goal?</i>	<i>How will you evaluate the implementation of this activity? What tool(s) will you use?</i> Key Questions and PROGRESS REPORT
November 2009 - January 2011	Maintain a curriculum renewal process	Classroom Teacher Superintendent Curriculum Director Administrative Team Elementary Principal	Review materials as provided by policy and procedure through district curriculum committee(s).	Pre and post adoption PD needs as identified through staff collaboration and staff development.	Adoption of new materials and programs in: Math adoption LASER Science renewal Social Studies adoption	survey curriculum needs assessments through district curriculum process Can we fund both Math and Social Studies adoptions?
	Continue with development of Instructional Materials Committee and elementary teams structure	IMC Members Superintendent Elementary Teams Administrative Team Elementary Principal	Support district IMC initiatives by representation on district and building teams.	As determined by district IMC committee and building team.	Instructional Materials Committee (IMC) meetings with minutes reported Elementary School representation on IMC Elementary teams	formation of a district and building IMC and elementary teams
November 2009 - January 2011	Continue an instructional materials and focused professional development budget	Superintendent Board of Directors Administrative Team Elementary Principal	Continue to evaluate and evolve budget (district and building) to provide funds for PD.	None at this time.	District budget for curriculum materials and professional development Building budget for curriculum materials and professional development	Budget allocations for instructional materials and PD Can we use stimulus and school improvement funds?
	Adopt the EALRs and GLEs as the framework for curriculum/revise as the State of Washington revises	Classroom Teacher Board of Directors Superintendent Administrative Team Elementary Principal	Review Washington State Documents and use EALRs and GLEs as building curriculum.	Pre and post EALR/ GLE adoption, PD needs as identified through staff collaboration and staff development.	Increased student learning Lessons designed with GLEs All curricular areas to be Board adopted MSP results	Assessment results on DIBELS, MAPS, MSP Student portfolios and work samples

COLUMBIA ELEMENTARY SCHOOL DISTRICT STRATEGIC PLAN IMPLEMENTATION GUIDE NOV 2008 - JAN 2011 (SIP) 1.2

District Strategic Goal and School Year	Strategy	Person(s) Responsible	Building Actions	Professional Development (PD) Needs	Progress Indicators	Evaluation Strategies and/or Tools
Goal #1 Students are well prepared for the world with foundation skills in academic subjects coupled with strong work skills	<i>What actions will occur? What steps will staff take to achieve this goal?</i> 1.2 of District Plan: Build a curriculum system that supports staff in their efforts in providing engaging work for students.	<i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i>	<i>What actions will the elementary take to support the district goals?</i>	<i>What professional development does the staff need in order to take the steps to achieve this goal?</i>	<i>What outcomes will indicate the progress is being made toward this goal?</i>	<i>How will you evaluate the implementation of this activity? What tool(s) will you use?</i> Key Questions and PROGRESS REPORT
November 2009 - January 2011	Base instructional materials decisions on student achievement data and classroom evaluation	Classroom Teacher Superintendent Administrative Team Elementary Principal	Continue DIBELS K-3 and in Title/LAP program. (pre-k, evaluation).	Continue PD in use of data and interventions and responses to data collected and with new materials adopted.	Increased student learning as demonstrated by data on DIBELS, MAPS, MSP and addressing progress of students in all quartiles.	Student Samples Surveys Portfolios DIBELS, MSP, MAPS data
	Vertical content collaboration using vocabulary initiative CTerms 360	Classroom Teachers Superintendent Administrative Team Elementary Principal	Subject area collaboration during LID days and others needed as available	PD trainings (LASER, Math Connects, GLAD, New Adoptions, etc.)	Continued training in the areas identified. Professional Development on LID days and other days as provided.	Evidence of PD opportunities offered and completed by elementary staff.
November 2009 - January 2011	Develop policy and procedures consistent with upgrading and maintaining a strong pre K- 12 system	School Board Superintendent Administrative Team	Review policies and procedures.	To be determined by School Board during Board Workshops	Better understanding of School Board operation and procedures developed by the Administration.	Survey Policy and Procedure available online and at building in one location.
	Establish a clear delineation of the difference between curriculum and instructional materials	Classroom Teachers Superintendent Administrative Team Elementary Principal Mentor	Continued training and experience with instructional materials and curriculum documents.	As identified by need with new and current materials used in the educational setting.	Increased student learning as demonstrated by data on DIBELS, MAPS, MSP	Surveys, discussion and key observations.

Areas of Concern:

Kinder-Science Program discontinued as of 9/09 due to lack of financial resources

Completing This Form: Ian Yale, Principal _____

Date: _____

COLUMBIA ELEMENTARY SCHOOL DISTRICT STRATEGIC PLAN IMPLEMENTATION GUIDE NOV 2009 – JAN 2011 (SIP) 1.3

Name of School: Columbia Elementary School, Columbia School District of Burbank, Washington | **Grades:** Elementary pre K - 5

School/District Improvement Goal: To provide relevant and challenging work that engages students so that they persist when experiencing difficulties and feel a sense of accomplishment when they succeed.

Learning Strategy: The Columbia Elementary School and all elementary processes are an integral part of a pre-K to 12 grade system. Working collectively through collaboration and partnership all of the elementary employees will continually develop programs and processes to support student achievement in the Columbia School District system.

Rationale (Research): Research shows that when teachers engage in conversations regarding student learning leads to improved lesson design, student engagement and student learning increases.

District Strategic Goal and School Year	Strategy	Person(s) Responsible	Building Actions	Professional Development (PD) Needs	Progress Indicators	Evaluation Strategies and/or Tools
Goal #1 <i>Students are well prepared for the world with foundation skills in academic subjects coupled with strong work skills</i>	<i>What actions will occur? What steps will staff take to achieve this goal?</i> 1.3 of District Plan: <i>Provide collaboration time for teachers to work within the core business.</i>	<i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i>	<i>What actions will the elementary take to support the district goals?</i>	<i>What professional development does the staff need in order to take the steps to achieve this goal?</i>	<i>What outcomes will indicate the progress is being made toward this goal?</i>	<i>How will you evaluate the implementation of this activity? What tool(s) will you use?</i> Key Questions and PROGRESS REPORT
November 2009 - January 2011	Staff will use mutually beneficial program as the basic structure for collaboration	Classroom Teacher Superintendent Elementary Principal Para Educators	Evaluate and evolve current structure to increase effectiveness.	As identified through collaborative staff meetings.	Increased student learning Lessons designed with GLEs Student performance on various assessments MSP results	Assessment results on DIBELS, MAPS, MSP Student portfolio/work samples Is collaboration viable?
November 2009 - January 2011	Participation in the SE Washington Science Alliance	Elementary Principal	Teacher members of Science Leadership Network and Science Facilitator.	As determined through the SE Washington Laser Alliance Board	Professional experience and growth.	Participation in programs and teachers facilitating staff development.
November 2009 - January 2011	Vertical content collaboration	Classroom Teacher Board of Directors Superintendent Curriculum Director Administrative Team Elementary Principal Mentor Teacher	Collaborate (horizontally and vertically) for innovation and improvement.	Evaluation of effectiveness of collaboration time and review procedures and protocols.	Increased student learning Collaborative Lessons designed with GLEs Foundational Lesson Assessments Student performance on various assessments (summative and formative), MSP results	FLAs Assessment results on DIBELS, MAPS, WASL Student portfolios and work samples

Areas of Concern:

Mentor teacher position discontinued as of 9/08 due to lack of financial resources.

Elementary Collaboration discontinued as of 9/08 due to lack of financial resources and staffing.

Completing This Form: Ian Yale, Principal

Date:

COLUMBIA ELEMENTARY SCHOOL DISTRICT STRATEGIC PLAN IMPLEMENTATION GUIDE NOV 2009 – JAN 2011 (SIP) 1.4

Name of School: Columbia Elementary School, Columbia School District of Burbank, Washington			Grades: Elementary pre K - 5			
School/District Improvement Goal: To provide relevant and challenging work that engages students so that they persist when experiencing difficulties and feel a sense of accomplishment when they succeed.						
Learning Strategy: The Columbia Elementary School and all elementary processes are an integral part of a pre-K to 12 grade system. Working collectively through collaboration and partnership all of the elementary employees will continually develop programs and processes to support student achievement in the Columbia School District system.						
Rationale (Research): Teachers need better and timely information that allows them to make decisions about instructional interventions to use with individual students.						
District Strategic Goal and School Year	Strategy	Person(s) Responsible	Building Actions	Professional Development (PD) Needs	Progress Indicators	Evaluation Strategies and/or Tools
Goal #1 <i>Students are well prepared for the world with foundation skills in academic subjects coupled with strong work skills</i>	<i>What actions will occur? What steps will staff take to achieve this goal?</i> <i>1.4 of District Plan: Establish local assessment systems that provide information to inform instruction</i>	<i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i>	<i>What actions will the elementary take to support the district goals?</i>	<i>What professional development does the staff need in order to take the steps to achieve this goal?</i>	<i>What outcomes will indicate the progress is being made toward this goal?</i>	<i>How will you evaluate the implementation of this activity? What tool(s) will you use?</i> <i>Key Questions and PROGRESS REPORT</i>
November 2009 - January 2011	Pilot, implement and use programs such as MAPS, Phonguage and DIBELS	Classroom Teacher Superintendent Title I Teacher Administrative Team Elementary Principal Para Educator	Implement DIBLES K-3 and in Title/LAP program. (pre-k, evaluation) Evaluate use in 4 th and 5 th as Tier II	Pre and post adoption PD needs as identified through collaboration and staff development.	Increased student learning as demonstrated by data on DIBELS, MAPS, MSP and classroom assessments addressing progress of students in all quartiles.	Student Samples Surveys Portfolio DIBELS, MSP, MAPS data Classroom assessments
	Continued training regarding Response to Intervention (RTI)	Superintendent Special Ed. Director Administrative Team Elementary Principal Guidance Team	Use of data and interventions, use <i>ieonline</i> and further develop Guidance Team	PD in use of data and interventions, responses to data collected and with new interventions.	Better understanding of Response to Intervention and procedures developed by the District and Federal Government. Full implementation of RTI at District and building level.	Success of students in Special Education
November 2009 - January 2011	C-Terms 360 Vocabulary Assessment	Superintendent Administrative Team Elementary Principal	Support district initiatives by using training to increase student learning.	PD as determined by district, curriculum committees, building.	Increased student learning as demonstrated by specific data on particular training and on DIBELS, MAPS, MSP, Phonguage and other progress indicators.	Student Samples Portfolios DIBELS, MSP Classroom data
	Training in creating local made assessments	Classroom Teacher Superintendent Title I Teacher Administrative Team Elementary Principal	Support building initiatives by using curriculum resources to increase student learning.	PD as determined by district, curriculum committees, building staff.	Increased student learning as demonstrated on a particular assessment and on DIBELS, MAPS, MSP and other progress indicators.	Student Samples Surveys Portfolio DIBELS, MSP, MAPS data Classroom assessments

Areas of Concern:

MAPS is widely used and is effective, can we afford to implement MAPS?

Completing This Form: Ian Yale, Principal

Date: _____

