

# Berney Elementary School Improvement Plan

## District Goals

**Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.**

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the “real world”
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

**Goal 2 - Improve two-way communication with parents, schools, students and the community.**

1. Encourage a better understanding of the goals, needs and accomplishments of the district’s educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

**Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.**

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Berney Elementary School Key Actions and Outcomes

### Goal 1 - Outcomes

1. A commitment to personalized learning to meet the diversity of student needs results in increased student achievement and meeting No Child Left Behind (NCLB) goals as measured by the Washington Assessment of Student Learning (WASL).

### Key Actions

1. **Nurturing environment; personalized learning**  
**Expect Berney staff, students and parents to model district core values of quality, integrity, accountability, respect and courtesy.**
  - Utilize Second Steps Curriculum in grades K-5 as part of Tier I intervention to reinforce and teach behavioral expectations for all students.
  - Revisit and uphold staff ground rules and expectations.
  - Recognize and celebrate successes (monthly staff meetings, monthly student assemblies for student of the month, staff/student activities: basketball, socials, etc.)**Evaluate and address substance abuse, bullying and harassment and nutrition/fitness issues annually**
  - Promote and participate in Red Ribbon Week activities
  - Review bullying guidelines with staff and students
2. **Rigorous educational program**  
**Expand range of programs that bring in real world applications, connections and community partnerships**
  - Guest speakers, community organizations, virtual online learning and hands on field-based experiences.
3. **Research-based instructional strategies**  
**Focus professional development on district criteria of effective instructional practices by 2009.**
  - Use research based reading and math instructional strategies (First Steps in Mathematics and Origo)
  - Utilize math coach model to assist teachers in improving math instruction
  - Implement ALEKS online supplemental math program in grade five in an effort to improve math achievement.

#### **4. Data to drive decisions**

- Examine and discuss DIBELS, DRA and MAP data during **C.A.S.T.** to allow us to customize student learning.

#### **5. Priorities for professional development**

**Utilize C.A.S.T process and collaboration time with grade level teams to embed the following professional development activities to improve student learning.**

- Utilize math coach position to provide support for teachers as district works to improve math instruction
- All teachers curriculum map the new math performance expectations for their grade level.
- Teachers will learn how to use MAP data in reading, writing and math to inform their instruction
- Teachers will participate in Initial Science Kit (STC) trainings to allow quality science instruction to occur

### **Goal 2 - Outcomes**

1. Parents, students, staff and community understand and support the district's mission, as measured by results of surveys and discussions.
2. Student learning improved, parent and community involvement enhanced and relationships strengthened through frequent and effective communication efforts, as measured by assessment results and surveys.

#### **Key Actions:**

##### **1. Better understanding of district goals, needs, mission**

**Enhance effective two-way communications plan which supports schools, departments and programs:**

- Teachers will develop grade level parent communication plans and document frequency of communication with all Berney Elementary parents.
- Grade level teams will develop a parent involvement plan, including recruitment, and definition of roles that parents can play as partners to improve student learning.
- Principal and staff liaison will communicate with PTA members at monthly meetings to keep them informed of what is happening at Berney and increase PTA/staff involvement.

### **Goal 3 - Outcomes**

1. Technology, media, telecommunications and facilities are integrated into curriculum and instruction, as evidenced by instructional practices, and positive surveys.
3. All members of the learning community (students and staff) are trained to become efficient, productive users of technology and facilities as evidenced by participation in and application of their training.

#### **Key Actions:**

##### **1. Technology staff development and student learning**

- Teachers will be encouraged to participate in district technology offerings.
- Teachers will provide students the opportunity to present their learning using a variety of software tools, including PowerPoint, Word and Excel
- Teachers will use a variety of technology to improve delivery of instruction, such as document camera projectors, SMART Boards and classroom amplification systems.

# Blue Ridge Elementary School Improvement Plan

## District Goals

**Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.**

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the "real world"
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

**Goal 2 - Improve two-way communication with parents, schools, students and the community.**

1. Encourage a better understanding of the goals, needs and accomplishments of the district's educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

**Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.**

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Blue Ridge Elementary School Key Actions and Outcomes

### Goal 1 - Outcomes

1. A commitment to personalized learning to meet the diversity of student needs results in increased student achievement and meeting No Child Left Behind (NCLB) goals as measured by the Washington Assessment of Student Learning (WASL).
2. Current Preschool to Grade 12 curriculum, instruction and assessment aligns to professional and state standards as evidenced in curriculum documents, resources and evaluations.
3. Criteria of effective instructional practices that guide instruction, coaching and supervision are defined and published.
4. Common assessments that guide instruction and improve student achievement as measured on local, state and federal assessments are designed and implemented.
5. A district comprehensive staff development plan is published, encouraging new roles of teacher leadership.

### **Key Actions:**

#### **1. Nurturing environment and personalized learning**

- \* Utilize community experts in the field of mental health, nutrition, and fitness
- \* Implement district Health and Nutrition Policy
- \* Revise discipline procedures and policies
- \* Teach, model, and consistently reward expected behavior
- \* Establish and teach playground supervision stations and positive reward system
- \* Provide positive alternative recess activities
- \* Address bullying/harassment law and teach/model appropriate behavior and lessons
- \* Recognize and teach diversity
- \* Understand and teach to specific content/grade level expectations (GLEs)
- \* Learn and implement additional ELL strategies using GLAD training and mini WLPT training
- \* Provide extended learning opportunities and collaborate with community agencies for identified children
- \* Provide training and begin implementation of Guided Language Acquisition Development (GLAD) program school-wide

## **2. Rigorous education program**

- \* Evaluate building instructional needs and hire highly qualified certificated and classified staff to fill vacancies
- \* Provide shared leadership opportunities
- \* Provide extracurricular programming to improve opportunities for children of poverty (RIF, Family Fun Nights, rodeo, Wa-Hi play, Children's Museum, McDonalds, going to college, swimming, Pioneer percussion players)
- \* Integrate technology objectives into K-5 lessons
- \* Utilize community volunteers (Whitman College, WWC, WWCC, WSU, Wa-Hi)
- \* Continue to develop curriculum maps in reading, math, science, and writing and align to GLEs
- \* Identify content area GLEs allowing for cross content GLE instruction
- \* Continue to implement instructional practices using Three Tier Early Intervention Model for reading and mathematics
- \* Evaluate year-round school options and/or extended learning opportunities.

## **3. Research-based instructional strategies**

- \* Use early release Wednesdays to focus on collaboration and professional development
- \* Utilize bilingual/specialist staff and teacher leaders to provide instruction in implementing ELL strategies
- \* Continue to train staff with Critical Friends protocols
- \* Analyze assessment data at each grade level to drive instructional decisions
- \* Provide resources for volunteers

## **4. Data to drive decisions**

- \* Conference quarterly with parents, staff, students with regard to student progress
- \* Record student assessments and share with necessary stakeholders
- \* Establish benchmark Collaborative Assessment Study Team (CAST) meetings
- \* Use Student Teacher Assistance Team (STAT) process as an intervention to support students, teachers, and parents.

## **5. Priorities for professional development**

- \* Mentor new teachers/staff assigned to Blue Ridge
- \* Provide building support for new staff utilizing mentors, instructional leaders, and district mentoring program
- \* Provide mentoring academy for mentors
- \* Support the instructional team by meeting together to implement best practices
- \* Create and offer a professional library of education/professional materials

## **Goal 2 - Outcomes**

1. Parents, students, staff and community understand and support the district's mission, as measured by results of periodic surveys.
2. Student learning improved, parent and community involvement enhanced and relationships strengthened through frequent and effective communication efforts, as measured by assessment results and surveys.

## **Key Actions:**

### **1. Better understanding of district goals, needs, mission**

- \* Communicate with parents positively at least three times a year (home visits, conferences, telephone calls, notes, letters, etc.)
- \* Invite parents to attend a minimum of three school events (Family Fun Nights, RIF events, conferences, PTA events, sports, grade level Curriculum Nights)
- \* Continue to encourage parent involvement with PTA and through Title I programming

### **2. Communicate frequently and effectively**

- \* Strive to remove barriers to participation by parents, especially those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of racial or ethnic minority.
- \* Invite parents in to learn/share specific information
- \* Gather input and share components of School Improvement Plan (SIP)
- \* Utilize classroom space for parent meetings
- \* Create a parent resource center
- \* Create and distribute a quarterly newsletter/calendar
- \* Host fall curriculum nights for families to explain grade level and school expectations
- \* Offer parent trainings on a variety of topics

- \* Invite parents/students to participate in the Student/Teacher \*Assistance Team (STAT) process
- \* Continue annual parent survey
- \* Utilize intervention specialist as liaison with families to enhance communication and provide assistance.

### **Goal 3 - Outcomes**

1. Decisions are based on design, maintenance and technical support standards for facilities and technology as determined by the board approved ongoing 25-year Facilities Plan and the ongoing 3-year Technology and Learning Plan.
2. Technology, media, telecommunications and facilities are integrated into curriculum and instruction, as evidenced by instructional practices, positive surveys and consultant reviews.
3. All members of the learning community (students and staff) are trained to become efficient, productive users of technology and facilities as evidenced by participation in and application of their training.

### **Key Actions:**

#### **1. Quality Learning Environments**

- \* Implement the 25-year Facilities Plan and the 2007-2010 Technology and Learning Plan.
- \* Seek information about Walla Walla Public School Levy/Bond possibilities for facilities and technology
- \* Integrate technology to increase knowledge for sharing with others in a classroom or at a school community level.

#### **2. Improvement Process**

- \* Use technology effectively in reading, writing, and mathematics.
- \* Incorporate suitable technology to engage students in active participation, exploration, and research.
- \* Hire library/computer technician
- \* Provide parent classes/family involvement and focused computer time
- \* Utilize electronic report cards to efficiently use teacher's time for other activities.
- \* Provide training on how to create websites, newsletters, grading programs, online homework, and calendar.

# Edison Elementary School Improvement Plan

## District Goals

### Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the “real world”
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

### Goal 2 - Improve two-way communication with parents, schools, students and the community.

1. Encourage a better understanding of the goals, needs and accomplishments of the district’s educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

### Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Edison Elementary School Key Actions and Outcomes

### Goal 1 - Outcomes

1. A commitment to personalized learning to meet the diversity of student needs results in increased student achievement and meeting No Child Left Behind (NCLB) goals as measured by the Washington Assessment of Student Learning (WASL).
2. Current Preschool to Grade 12 curriculum, instruction and assessment aligns to professional and state standards as evidenced in curriculum documents, resources and evaluations.
3. Criteria of effective instructional practices that guide instruction, coaching and supervision are defined and published.
4. Common assessments that guide instruction and improve student achievement as measured on local, state and federal assessments are designed and implemented.
5. A District comprehensive staff development plan is redesigned and published encouraging new roles of teacher leadership.

### Key Actions

#### 1. Nurturing environment; personalized learning

- Review and improve our school discipline plan
- Teach, model, and consistently reward expected behavior
- Implement the Second Steps curriculum grades K-5 to address bullying behavior
- Implement the WSU Extension Agency Nutrition Health lessons grades 1-5
- Utilize community experts on personal safety

#### 2. Rigorous educational program

- Invite community members to share skills and talents with students
- Integrate the use of technology into K-5 lessons
- Utilize community volunteers: AmeriCorps, Whitman mentors, America Reads, and America Counts
- Continue to develop and utilize curriculum maps for reading, writing, math and science

#### 3. Research-based instructional strategies

- Focus professional development on district criteria of effective instructional practices by 2010.
- Use collaboration time to analyze assessment data at each grade level
  - Study the effectiveness of our interventions based on data in reading and math

- Train volunteers in specific reading strategies that address the Five Big Ideas in Reading (Alphabetic Principle, Phonemic Awareness, Fluency, Comprehension, and Vocabulary)
- Offer parent trainings on a variety of topics
- Implement a Three Tier intervention plan for academics and behavior

#### **4. Data to drive decisions**

- Include parents in STAT (Student Teacher Assistance Team) meetings
- Utilize a variety of assessments to monitor student learning and adjust instruction (e.g. DIBELS, DRA, WASL, AIMSweb, MAP)
- Keep complete records of student assessment that can be readily shared
- Participate in preschool to kindergarten and fifth grade to middle school transition meetings

#### **5. Priorities for professional development**

- Mentor and support new teachers/staff in our building
- Continue our staff book study group

### **Goal 2 - Outcomes**

1. Parents, students, staff and community understand and support the district's mission, as measured by results of periodic surveys.
2. Student learning improved, parent and community involvement enhanced and relationships strengthened through frequent and effective communication efforts, as measured by assessment results and surveys.

#### **Key Actions:**

##### **1. Better understanding of district goals, needs, mission**

Enhance effective two-way communications plan which supports schools, departments and programs:

- Communicate with parents positively at least three times a year
- Conference with parents at least three times a year

##### **2. Communicate frequently and effectively**

Remove barriers to participation by parents, especially those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of racial or ethnic minority.

- Create a monthly newsletter for parents
- Conduct periodic parent surveys (examples: online, focus groups, hard copy)
- Improve e-mail communication with parents
- Use an automated notification system to enhance communication with our families

### **Goal 3 - Outcomes**

1. Decisions are based on design, maintenance and technical support standards for facilities and technology as determined by the board approved ongoing 25-year Facilities Plan and the ongoing 3-year Technology and Learning Plan.
2. Technology, media, telecommunications and facilities are integrated into curriculum and instruction, as evidenced by instructional practices, positive surveys and consultant reviews.
3. All members of the learning community (students and staff) are trained to become efficient, productive users of technology and facilities as evidenced by participation in and application of their training.

#### **Key Actions:**

##### **1. Quality Learning Environments**

- Share information gathered by our school design team with staff, district representatives, and architect
- Provide opportunities for staff and community input regarding Edison's building replacement plan
- Stay informed about WWPS levy and bond opportunities
- Utilize technology to enhance learning

##### **2. Improvement Process**

The following Facilities and Technology Improvement Process will be used to guide decisions to support integration with curriculum and instruction. The district will:

- Research best practices and create design standards to support student learning.
- Design facilities and technology in partnership with community, staff and student input.
- Create state-of-the-art learning environments in the new building, opening 2009.
- Maintain facilities and technology with adequate preventative maintenance and technical support staff.
- Evaluate to determine the effectiveness of the building and technological resources to support student learning.

# Green Park Elementary School Improvement Plan

## District Goals

**Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.**

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the "real world"
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

**Goal 2 - Improve two-way communication with parents, schools, students and the community.**

1. Encourage a better understanding of the goals, needs and accomplishments of the district's educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

**Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.**

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Green Park Elementary School Key Actions and Outcomes:

### Goal 1 – Outcomes

1. Classroom instruction will be designed to meet the diversity of student needs resulting in increased student achievement and meeting No Child Left Behind goals as measured by the Washington Assessment of Student Learning (WASL).
2. Curriculum, instruction, and assessment aligned to professional and state standards as evidenced in curriculum documents, resources, and evaluations.
3. Common assessments that guide instruction to improve student achievement as measured by local, state and national assessments at the building and district levels.
4. Staff will participate in appropriate staff development opportunities that will support student learning.
5. Reading, writing and math curriculum and instructional practices aligned to facilitate instructional continuity and educational success K-5.
6. Bilingual staff will be trained in use of GLAD instructional strategies to facilitate language and skill development of our ELL students in reading and math.

## Key Actions

### 1. Nurturing environment; personalized learning

- Promote a safe and nurturing learning environment through continued use of the "BEST" and "Panther Pride" behavioral support programs.
- Implement the use of the "Second Step" and "Bully Proofing" strategies, K-5.
- Provide staff annual professional development in the areas of bullying and harassment.
- Continue business sponsored "Lunch with the Principal" program to promote positive behavior and student volunteerism.
- Continue to provide and seek additional opportunities for integration of the Spanish and English-speaking classrooms K-3 to promote cultural understanding and awareness.
- Develop Student Learning Plans (SLP) for all students in grades K-5 who do not meet DIBELS/IDEL and/or WASL Benchmark Standards, or behavioral expectations. Also all Title 1 and ELL students will have a Student Learning Plan designed to meet their individual learning needs including students identified through STAT as needing Tier 2 interventions.
- Adopt Response to Intervention (RTI) philosophy to assure that researched based intervention strategies are aligned with individual student learning needs. Provide extended learning opportunities to students in need of additional small group instruction in or outside the regular school day.
- Continue participation in the Whitman Student Mentoring Program, America Reads/Counts, and the After School Homework Club.

### 2. Rigorous educational program

- Expand participation in the Junior Achievement Program to include all grade level classrooms.
- Continue development and implementation of Spanish instructional materials aligned with state Grade Level Expectations (GLEs) in reading and math.
- Assure continued alignment of materials in reading, writing, and math curriculums with state GLEs.
- Supplement the Investigations curriculum as required to meet State Math GLEs using Accelerated Math, WASL released items, First Steps in Math, Origo curriculum, Singapore Math, and the Math Champs skill development program.
- Participate in District K-5 writing assessments and monitor student skill development using established grade level scoring rubrics.

- Green Park Elementary School students will successfully meet grade level WASL – AYP Uniform/Target in Reading (76.1%) and Math (64.9%) at grades 3-5.

### **3. Research-based instructional strategies**

- Teach and assess the five big ideas of reading: phonemic awareness, alphabetic principle, accuracy and fluency with connected text, vocabulary, and comprehension.
- Implementation of Response to Intervention strategies to facilitate student learning and success.
- Early identification of students not meeting benchmarks in reading and math as determined by using DIBELS, Harcourt, STAR, Green Park Math assessment, MAP, and WASL assessments, and/or teacher recommendation, for participation in extended small group learning opportunities.
- Early Reading Intervention (ERI), Read Well curriculum, and Harcourt Intervention Kit for identified Kindergarten students, based on DIBELS assessment and Kindergarten Readiness screening.
- Collaborate horizontally and vertically to develop a K-5 continuum of vocabulary instruction in reading, writing, and math.
- Collaborate horizontally and vertically to develop a school-wide continuum of required modes of writing K-5.
- Utilize early release days for professional collaboration centered on implementation of effective instructional practices and student learning.
- Implement the use of GLAD instructional strategies in the Transitional Bilingual Program to facilitate language acquisition as Spanish speaking student's transition into English instruction.

### **4. Data to drive decisions**

- Develop and implement Student Learning Plans (SLP) for students who are identified as not meeting State GLEs in reading and math using DIBELS, MAP, AIMS, CBAs, WASL and DRA assessments.
- Collaborate with parents during conferences on the development and implementation of their student's SLP.
- Advocate for changes in NCLB law to assure that ELL and Special Education student's unique learning needs are addressed in the state assessment process.
- STAT process will follow RTI format for intervention planning, delivery, and progress monitoring.

### **5. Priorities for professional development**

- Utilize one early release day each month for staff development opportunities that support our commitment to becoming a professional learning community committed to student learning and success.
- All GP classroom teachers will be trained in GLAD and Powerful Teaching and Learning instructional strategies before the 2010-11 school year. Bilingual teachers and the ELL Coordinator will be trained in GLAD prior to the 2008-09 as part of AYP requirement to improve academic performance of our ELL students in reading and math as assessed by the WASL.
- Encourage and support teacher participation in National Board Teacher Certification process.

## **Goal 2 – Outcomes**

1. Parents, students, staff and community understand and support the district's mission, as measured by results of periodic surveys.
2. Improve student learning through parent and community involvement opportunities. Build positive collaborative relationships through frequent and effective communications.

### **Key Actions:**

#### **1. Better understanding of district goals, needs, mission**

- Translate website to Spanish.
- Expand use of Parent Notification System.
- Send out monthly school communications

#### **2. Communicate frequently and effectively**

- Remove barriers to participation by parents, especially those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of racial or ethnic minority.
- Continue to promote parent participation within the classrooms.
- Continue the Bilingual Kindergarten Home Visitor Program.
- Provide parenting workshops that familiarize parents with the curriculum and instructional strategies so they can support their children's learning within the home.
- Offer beginning of the year Parent/Teacher Conference opportunity during September LID days.
- Parents will actively participate in development and implementation of the SLP process for all students who do not meet WASL Content Standards or DIBEL benchmarks.
- Parent and student will sign and commit to fulfilling their responsibilities identified in the child's SLP.
- Parent and student will receive ongoing communication regarding student progress towards SLP progress.

## **Goal 3 – Implement technology to enhance educational opportunities**

1. Decisions are based on design, maintenance and technical support standards for facilities and technology as determined by the board approved ongoing 25-year Facilities Plan and the ongoing 3-year Technology and Learning Plan.
2. Technology, media, telecommunications and facilities are integrated into curriculum and instruction, as evidenced by instructional practices, positive surveys and consultant reviews.
3. All members of the learning community (students and staff) are trained to become efficient, productive users of technology and facilities as evidenced by participation in and application of their training.

## **Key Actions:**

### **1. Quality Learning Environments**

- Install document cameras and LCD projectors in all classrooms by the end of the 2008-09 school year.
- Begin installation of SMART Boards into two classrooms a year.
- Integrate technology software to supplement reading, math, science, and social studies curriculums and instruction.

### **2. Improvement Process**

The following technology software programs will be used to supplement curriculum and instruction:

- Continue integration of the Investigations software to supplement math instruction.
- Utilize Harcourt software to support reading interventions
- Continue use of Accelerated Reading and Math software programs to enhance student skill development.
- Develop electronic student portfolios to report and progress monitor student performance utilizing DIBELS, MAP, WALP, STAR, AR, AM, and AIMS assessment data.
- Use computer generated assessment reports to monitor intervention effectiveness and student progress.
- All K-5 classroom teachers will be using Easy Grade Pro electronic reporting system, starting the first grading period of the 2008-09 school year, and provide online grades in the near future.

# Prospect Point Elementary School Improvement Plan

## District Goals

**Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.**

1. Ensure a rigorous education program of study which builds a connection between academic content and the "real world"
2. Utilize research based instructional strategies
3. Use data to drive decisions for students, classrooms, schools and the district
4. Establish priorities for professional development

**Goal 2 - Improve two-way communication with parents, schools, students and the community.**

1. Encourage a better understanding of the goals, needs and accomplishments of the district's educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

**Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.**

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Create and maintain a climate of safety and respect that enables all children to thrive and succeed.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Prospect Point Key Actions and Outcomes

### Goal 1 - Outcomes

1. Classroom instruction will be designed to meet the diversity of students' needs, which will result in increased student achievement and meeting No Child Left Behind (NCLB) goals as measured by the Washington Assessment of Student Learning (WASL)

### Key Actions

1. Provide additional support for second language development, based on state assessments.
2. Establish benchmark and progress monitoring C.A.S.T.
3. Learning Assistance Program (LAP) will use district approved assessments to identify and provide support in reading and math.
4. Provide extended learning opportunities to students in need of additional support.
5. Develop flexible scheduling based on student's needs.
6. Implement curriculum consistently and with integrity.
7. Small group instruction for students identified as being "at risk" on district assessment screeners.

### Goal 2 - Outcomes

1. Current curriculum, instruction and assessment will align to professional and state standards as evidenced in curriculum documents, resources and evaluations.
2. Use criteria of effective instructional practices that are defined to guide instruction, coaching and supervision.

### Key Actions:

1. Implement new math standards.
2. Provide collaboration time with cross grade level representation.
3. Provide professional development on First Steps in Math and OrigoMath to all classroom staff.
4. Professional development/collaboration time on effective instructional strategies and identifying resources that emphasize those strategies.
5. Staff attend training on Guided Language Acquisition Development (GLAD) and Lindamood Phoneme Sequencing (LIPS)

### **Goal 3 - Outcomes**

1. Create and maintain a climate of safety and respect that enables all children to thrive and succeed.

#### **Key Actions:**

1. Revise common expectations.
2. Increase communication between parents, teachers and staff.
3. Revise reporting and communication procedures for discipline incidents.
4. Staff will train on anti-bullying/harassment/intimidation procedures.
5. Second Steps program implemented school-wide.
6. Establish a school-wide positive behavior program.
7. Revise, teach and practice evacuation plans and procedures.
8. Use a performance screener to identify students in need of social skills.
9. Create action items for four pillars of safe and civil schools: core beliefs, administration, staff and students.

# Sharpstein Elementary School Improvement Plan

## District Goals

**Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.**

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the “real world”
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

**Goal 2 - Improve two-way communication with parents, schools, students and the community.**

1. Encourage a better understanding of the goals, needs and accomplishments of the district’s educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

**Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.**

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Sharpstein Elementary Goals and Outcomes

**Goal 1 - We demonstrate a personal commitment to the academic success/general well-being of all students.**

- a. Actively engage in professional development and instructional coaching opportunities.
- b. Inform and educate parents to help students be successful learners and productive citizens.
- c. Regularly analyze and utilize assessment data to guide instruction.
- d. Provide extended learning opportunities for students not meeting grade level expectations.
- e. Engage in collaboration through professional learning communities (grade level, school wide, district wide, community, etc.). Collaborate both within and across grade levels on a regular basis.
- f. Consult with and utilize professional services of district health professionals and intervention specialists to meet the physical and emotional needs of all students.
- g. Implementation of the C.A.S.T. process at every grade level, including a progress monitoring plan with feedback/timelines.
- h. Social Skills curriculums - classroom based and small group.
- i. Mentor assignments for referred students.
- j. Parenting programs (ie: Love and Logic).
- k. Early childhood language screener
- l. Pillars of safe and civil schools
- m. Safety Grant

### Outcomes

- All students meeting grade level expectations
- All parents participate in conferences
- All staff will collaborate in professional goal setting groups
- All students’ needs met through tiered interventions
- All staff implementing differentiated instruction
- All staff focused on strategies for oral language development
- All students and staff feeling safe and respected

**Goal 2 - We continue to seek and implement effective teaching strategies.**

- a. Guide curriculum and instruction to meet Washington State standards.
- b. Monitor the academic progress of each student and provide support for those who require additional assistance.
- c. Implement instructional strategies that differentiate through tiered instruction.
- d. Teach and practice expected behaviors.
- e. Recognize and celebrate the efforts and achievements of students and staff.
- f. Teach students to accept responsibility for their learning, decisions, and actions.
- g. Guide students in goal setting. Parent goal setting in September. Individual student learning plans
- h. Math implementation – fractions and Origo Math, including coaching cycle
- i. GLAD strategies – monitor progress with three year cycle.

- j. STAR protocol visits and book study.
- k. Use assessments and interventions: LiPS, small group, reading pathways, math with MAP progress monitoring, moving into English, Response to Intervention (RTI)
- l. ESL vocabulary building – (Math vocabulary development)
- m. Math and Literacy coaching
- n. Encourage parents to play an active role in the education of their children by: monitoring their children’s academic performance, emphasizing the importance of education, and modeling a commitment to lifelong learning
- o. Establish partnerships between teachers, students, parents and community to promote academic success for all.

**Outcomes**

- Instruction aligned to standards.
- Students at or above grade level as measured by teacher generated, curriculum based, district and/or state tests (MAP, AIMS, DRA, DIBELS, district writing assessment)
- Individualized programs which are effective in meeting the needs of each student
- More time focused on academics
- Student and staff members recognized for their achievements
- Students at or above grade level as measured by teacher generated, curriculum base, district and/or state tests
- Closing the gaps with Math Standards
- Standards based reporting system

**Goal 3 - We respect and welcome all cultures**

- a. Build personal connections within our learning community.
- b. Offer communication in all appropriate languages.
- c. Provide informational tours to welcome families, staff and community members.
- d. Expect respectful communication.

**Outcomes**

- Community partnerships, including: volunteering, reading to students, after-hours activities, professional presentations, and increased communication within the community on school related issues
- Family communications will be available in Spanish and English, in writing and verbally
- Positive school climate surveys
- People feel welcome in the building as evaluated through school surveys and anecdotal evidence
- Signs are visible. Visitors go directly to destinations with confidence
- School wide participation in a variety of multicultural activities

**Goal 4 - We work together with family and community to achieve common goals.**

- a. Communicate student academic progress toward grade level expectations.
- b. Throughout the year, conduct goal setting conferences with families to discuss initial assessments and expected targets.
- c. Encourage community service through a variety of activities.
- d. Provide learning opportunities for families which promote at-home success.

**Outcomes**

- Positive and productive communication with families to promote lifelong learners
- Establish and build family/community partnerships; active parent volunteers
- Develop personal connections and commitment to community services
- Parents support and encourage student learning
- Positive school transitions

**Goal 5 - We encourage students to become productive citizens and life-long learners.**

- a. Encourage and model lifelong learning and inspire curiosity about the world.
- b. Provide opportunities for families to optimize use of facilities and technology.
- c. Specifically teach appropriate language, both formal and informal, for a variety of students.
- d. Teach and expect respectful behavior for self and others.

**Outcomes**

- Show interest in reading a variety of genre.
- Demonstrate effective use of resources.
- Demonstrate appropriate language use and act in a respectful manner
- Demonstrate responsibility.
- Independently use problem solving skills in a variety of settings.

# Garrison Middle School Improvement Plan

## District Goals

**Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.**

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the “real world”
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

**Goal 2 - Improve two-way communication with parents, schools, students and the community.**

1. Encourage a better understanding of the goals, needs and accomplishments of the district’s educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

**Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.**

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Garrison Middle School Key Actions and Outcomes

### Goal 1 - Outcomes

- Provide a balanced curriculum aligned with Washington State standards that identify the knowledge and skills our student will attain as measured by local, state and federal assessments.
- Our instruction will provide a variety of strategies and meaningful activities to meet standards as evidenced by adherence to criteria of effective instructional practices as determined by the district criteria.
- Our curriculum and instruction will stimulate intellectual curiosity, require students to demonstrate that they have learned how to learn, and enable them to become productive citizens as measured on local, state and federal assessments and be documented throughout the school year through late start collaboration documentation.

### Key Actions

#### 1. Nurturing environment

- a. Implement a twice monthly advisory program which will give students and teachers the opportunity to form bonds and complete tasks in small learning communities centered around various topics (ie. character education, team building, goal setting and middle school celebrations).
- b. Develop and implement the SOS (Support our Students) team process to better meet the needs of at-risk students and the teachers who serve them.
- c. Continue to embrace the concept of Middle School, through scheduling, school-wide discipline plan implementation and celebrations.

#### 2. Rigorous educational program

- a. Maximize academic learning time in classrooms through the use of Secondary Instructional Practices.
- b. Continue to implement the district instructional coaching model.
- c. Develop opportunities to assist parents with monitoring their student’s academic progress through the On-Line Grades process and Student Led conferences
- d. Expect excellence from all students by providing accountability programs for students who fall behind or need additional support to be successful.
- e. Continue to align curriculum to identified Washington State Standards in all core subject areas.

#### 3. Research-based instructional strategies

- a. Focus and align supervision and instructional coaching with the district criteria of effective instructional practices.
- b. Implementation of First Steps in Mathematics
- c. Provide on-going in-service to students and staff in regard to bullying and harassment laws and regulations.
- d. Continue to provide opportunities for teachers to take part in on-going instructional practice review and implementation.

- e. Continue to pursue academic excellence through the implementation of instruction focused goals and accountability through Wednesday collaboration time
- f. Continue to learn and apply systems and strategies of the Response to Intervention for core academic subjects

#### **4. Data to drive decisions**

- a. Utilize the Garrison Mission and Vision statements as a filter for making quality decisions for the building.
- b. Implement team goal setting to focus on collective learning around the incorporation of formative and summative data into daily/quarterly teaching practice.
- c. Use student data at the classroom level to know students, plan for their instruction and make decisions around differentiation of instruction as it relates to meeting specific student learning goals and objectives.
- d. Continue to grow capacity in understanding and implementation of data driven decision-making to impact student achievement
- e. Refine the collection of data to better serve students and assist teachers in using data to inform daily practice.

#### **5. Priorities for professional development**

- a. Promote team goal setting within content areas and grade levels.
- b. Continue to learn together and grow capacity within the context of Professional Learning Communities.
- c. Provide opportunities for all teams to share progress towards goals, provide student evidence of such learning and build leadership capacity within the building.
- d. Continue to refine the School Leadership Team and clearly identify its role and responsibilities to the larger school community.

### **Goal 2 - Outcomes**

- Provide an inviting climate that enables students to enjoy their middle school experience and result in a shared sense of pride in our school as measured by anecdotal information, Trooper Time feedback, student services records and intervention data.
- The effectiveness of our school is assessed on the basis of the achievement, conduct and character of our students as determined by yearly surveys, student services records, and intervention data.
- Recognize the importance of establishing effective partnerships with the larger community-parents, neighbors, businesses, government agencies and institutions of higher learning as evidenced by the community's involvement in our school and its related programs.

#### **Key Actions:**

##### **1. Better understanding of district goals, needs, mission**

Enhance effective two-way communications plan which supports schools, departments and programs:

- a. Publish safety strategies and crisis response procedures in multiple ways, for example, school website, parent and student handbooks, advisory communications and parent newsletters.
- b. Continue distribution and implementation of student planners as a communication tool.

##### **2. Communicate frequently and effectively**

Encourage participation in our learning community by all parents and guardians.

- a. Regularly maintain school website. Increase Spanish language translations for website content.
- b. Implementation of phone messaging system in dual language for important information/communication about school events.
- c. Publish, mail home and post on our website an informational newsletter by the last week of each month to include a monthly calendar of events.
- d. Mail home final quarterly grades and provide online access to grades and progress reports to all parents.
- e. Implement Student Led Conferences, with a focus on goal setting and personal student reflection and assessment of strengths and weaknesses.

### **Goal 3 - Outcomes**

- Decisions are based on design, maintenance and technical support standards for facilities and technology as determined by the board approved ongoing 25-year Facilities Plan and the ongoing 3-year Technology and Learning Plan.
- Technology, media, telecommunications and facilities are integrated into curriculum and instruction, as evidenced by instructional practices, positive surveys and consultant reviews.
- All members of the learning community (students and staff) are trained to become efficient, productive users of technology and facilities as evidenced by participation in and application of their training.

#### **Key Actions:**

##### **1. Improvement Process**

To guide decisions to support integration with curriculum and instruction. The district will:

- a. Maintain facilities and technology with adequate preventative maintenance and technical support staff.

b. Evaluate to determine the effectiveness of the building and technological resources to support student learning.

**2. Technology staff development and student learning**

By 2010 all staff and students will become efficient, productive users of technology to improve instruction/enhance learning.

- a. Create a building Technology Committee to inventory and address issues around technology.
- b. Develop a short-term and long range building technology plan.
- c. Provide support to staff through trainings to further enhance their knowledge and assist with implementation of the various technology initiatives within the building.

# Pioneer Middle School Improvement Plan

## District Goals

### Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the "real world"
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

### Goal 2 - Improve two-way communication with parents, schools, students and the community.

1. Encourage a better understanding of the goals, needs and accomplishments of the district's educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

### Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Pioneer Middle School Key Actions and Outcomes

### Goal 1 - Outcomes

1. A commitment to personalized learning to meet the diversity of student needs results in increased student achievement and meeting No Child Left Behind (NCLB) goals as measured by the Washington Assessment of Student Learning (WASL).
2. Current Preschool to Grade 12 curriculum, instruction and assessment aligns to professional and state standards as evidenced in curriculum documents, resources and evaluations.
3. Criteria of effective instructional practices that guide instruction, coaching and supervision are defined and published.
4. Common assessments that guide instruction and improve student achievement as measured on local, state and federal assessments are designed and implemented.
5. A District comprehensive staff development plan is redesigned and published encouraging new roles of teacher leadership.

### Key Actions

#### **1. Nurturing environment; personalized learning**

- a. Expect staff, students and parents to instruct and model district core values of quality, integrity, accountability, respect and courtesy.
- b. Implement an effective advisory program focused on developing personal accountability and academic achievement in our students.
- c. Continue to provide quality school wide programs that develop student leadership and community involvement (NJHS, ASB, POWER, wellness, sports, music, after-school clubs, anti-bullying etc.)

#### **2. Rigorous educational program**

- a. Emphasize our commitment to student learning by prioritizing time students are engaged in academic learning activities.
- b. Implement instructional coaching activities and best practices in instruction to improve student learning.
- c. Maximize collaboration time to align learning goals, common assessments and instructional strategies.
- d. Utilize the Student Learning Protocol to facilitate peer coaching activities focused on improving student learning.
- e. Maximize student engagement through the use of effective strategies for teaching and learning.

### **3. Research-based instructional strategies**

- a. Use standards and common assessments to inform and guide instruction and curricular decisions.
- b. Develop specific, quarterly student learning goals that result in positive reinforcement of student success.
- c. Use research-based instructional strategies school-wide (for example, setting objectives, cooperative learning, note-taking).

### **4. Data to drive decisions**

- a. Involve staff, parents and students in developing, participating in and monitoring student learning plans through implementation of student led conferences.
- b. Implement common assessments at least three times a year.

### **5. Priorities for professional development**

- a. Align supervision and instructional coaching with the district criteria of effective instructional practices
- b. Implement professional development opportunities that support continuous improvement.

## **Goal 2 - Outcomes**

1. Parents, students, staff and community understand and support the district's mission, as measured by results of periodic surveys.
2. Student learning improved, parent and community involvement enhanced and relationships strengthened through frequent and effective communication efforts, as measured by assessment results and surveys.

## **Key Actions**

### **1. Better understanding of district goals, needs, mission**

*Enhance effective two-way communications plan which supports schools, departments and programs:*

- a. Publish safety strategies and crisis response procedures in multiple ways, for example, school website, parent and student handbooks, advisory communications and parent email groups.
- b. Continue annual distribution and implementation of student planners as a communication tool.

### **2. Communicate frequently and effectively**

*Encourage participation in our learning community by all parents and guardians.*

- a. Regularly maintain school website, updating weekly. Increase Spanish language translations for website content.
- b. Provide ongoing parental instruction and support in use of the website at 6th grade/new student orientation, Open House, POWER events, conferences and at other times as determined.
- c. Publish, mail home and post on our website an informational newsletter, including a monthly calendar by the last week of each month.
- d. Mail home final quarterly grades and provide online access to grades and progress reports to all parents.
- e. Implement Student Led Conferences.
- f. Ensure internet access for all Pioneer families through the addition of Parent Computer Resource Center.

## **Goal 3 - Outcomes**

1. Decisions are based on design, maintenance and technical support standards for facilities and technology as determined by the board approved ongoing 25-year Facilities Plan and the ongoing 3-year Technology and Learning Plan.
2. Technology, media, telecommunications and facilities are integrated into curriculum and instruction, as evidenced by instructional practices, positive surveys and consultant reviews.
3. All members of the learning community (students and staff) are trained to become efficient, productive users of technology and facilities as evidenced by participation in and application of their training.

## **Key Actions**

### **1. Quality Learning Environments**

By 2009, the district will implement Phase One of the 25 year Facilities Plan and the 2007-2010 Technology and Learning Plan.

### **2. Improvement Process**

*The following Facilities and Technology Improvement Process will be used to guide decisions to support integration with curriculum and instruction. The district will:*

- a. Maintain facilities and technology with adequate preventative maintenance and technical support staff.
- b. Evaluate to determine the effectiveness of the building and technological resources to support student learning.

### **3. Technology staff development and student learning**

*By 2010 all staff and students will become efficient, productive users of technology to improve instruction and enhance learning opportunities.*

- a. Complete activities described in building technology plan.
- b. Ensure internet access for all Pioneer families through the addition of a Parent Computer Resource Center.

# Walla Walla High School Improvement Plan

## District Goals

### Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the “real world”
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

### Goal 2 - Improve two-way communication with parents, schools, students and the community.

1. Encourage a better understanding of the goals, needs and accomplishments of the district’s educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

### Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Walla Walla High School Key Actions and Outcomes

### Goal 1 - Outcomes

1. A commitment to personalize learning to meet the diversity of student needs.
2. Meet and exceed No Child Left Behind (NCLB) goals as measured by the Washington Assessment of Student Learning (WASL). *Note: because Wa-Hi did not meet expected Adequate Yearly Progress (AYP), Key Actions 4 and 5 have been added below.*
3. Common assessments that guide instruction and improve student achievement.
4. Foster professional learning communities.

### Key Actions

1. Expose staff to Powerful Teaching and Learning.
2. Establish professional learning communities in each department.
3. Work together to seek out best teaching practices and test them in the classroom.
4. \*We are training our staff in First Steps in Mathematics, a curriculum designed to diagnose the gaps in math and then to provide an intervention to help bridge the gap. Each of our math teachers will be given this training in the 2008-09 school year. We will also continue to help our math department implement professional learning community horizontal team development. We have identified leaders and each team is working on common assessments. We are MAP testing in the fall and winter to determine growth and identify proper placement.
5. \*We are also extending our school day to help students with math by the creation of a math lab. Students are placed in the math lab and, with the assistance of tutors and certificated staff, the math gaps are being addressed.

### Goal 2 - Outcomes

1. Communicate frequently and effectively.
2. Organize building level meetings to run more effectively.

**Key Actions:**

1. Hold community meetings to talk about the new graduation requirements.
2. Reach out with personalized meetings for our Hispanic community.
3. Entire staff uploading grades to the district on line grade web site.
4. Regular training updates for staff to continue to use EZ Grad Pro.
5. Establish a protocol for meetings held at the building level.

**Goal 3 - Outcomes**

1. Help identify technology that has a positive impact on student learning.
2. Identify areas of improvement to make the Wa-Hi campus safer for students and staff.

**Key Actions:**

1. Equip more rooms with LCD projectors.
2. Equip more rooms with document cameras
3. Install video surveillance equipment on campus.
4. Reorganize student and staff parking.
5. Install better lighting on campus.
6. Install 50 new computers on campus.

# Lincoln Alternative High School Improvement Plan

## District Goals

**Goal 1 - Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment and professional development.**

1. Create a safe and nurturing environment for all students
2. Ensure a rigorous education program of study which builds a connection between academic content and the “real world”
3. Utilize research based instructional strategies
4. Use data to drive decisions for students, classrooms, schools and the district
5. Establish priorities for professional development

**Goal 2 - Improve two-way communication with parents, schools, students and the community.**

1. Encourage a better understanding of the goals, needs and accomplishments of the district’s educational program.
2. Communicate frequently and effectively to improve student learning, parent involvement and staff and community relationships.

**Goal 3 - Plan and build state-of-the-art facilities with technology to enhance educational opportunities.**

1. Develop quality, welcoming learning environments to support academic achievement, health and safety.
2. Establish a facilities and technology research-based improvement process to support construction and installation decisions, aligning the 25-year Facilities Plan and the ongoing three-year Technology and Learning Plan with available funding.
3. Provide staff development and student learning opportunities to improve instruction and enhance educational opportunities to optimize the use of technology and facilities.

## Lincoln Alternative High School Key Actions and Outcomes

### Goal 1 - Key Actions

**1. To create a safe and caring learning environment so that Lincoln students will experience academic success.**

- ❖ Expect staff, students and parents to model district core values of quality, integrity, accountability, respect and courtesy.
  - Multi-disciplinary analysis of each student for the purposes of needs identification and program planning, both individual students and the school program.
    - Response to Intervention approach used for identification for at-risk students and intervention design.
    - LAP intervention in reading and math for identified at-risk students
    - Level of performance
    - Credit analysis
    - Schedule changes when appropriate
  - Utilize community experts in the fields of mental health, nutrition, and counseling
  - Recognize and teach diversity
  - Establish individualized Student Learning Plans for each student based on their needs and interests
  - Implement credit analysis for each student with emphasis on senior tracking
- ❖ Evaluate and address substance abuse, bullying and harassment issues annually.
  - Link students with assessments and referrals to community agencies for drug/alcohol issues
  - Team development for School Based Health Clinic on site at Lincoln
  - Work cooperatively with Juvenile Justice officers, Serenity Point Counselors on student referrals as needed
  - Utilize Mark Thompson’s expertise and establish curriculum and surveys that can be used to address bullying and harassment.
- ❖ Restructure our master schedule to fit the needs of our students
  - Added an additional class period for credit retrieval
- ❖ Implement a certificated staff counseling position (2 periods per day)
  - Scheduling of all students for appropriate placement
  - Tracking and monitoring of seniors with individual graduation plans
  - Monitoring of district IEP students placed in AEP program
  - Assist transition, and monitoring, for students from Lincoln to WWCC
    - Running Start (vocational and academic)
    - AEP

**2. Expand rigorous Lincoln educational program**

- ❖ Develop an individualized learning program to address graduation requirements

- Implement comprehensive math curriculum (including Core Plus Integrated Math, First Steps Interventions for Tier II students, Accelerated Math Curriculum, Algebra for struggling math students with Tier II support and segmented math for students who have failed to meet WASL standards.
  - Developed three periods of Tier II Support Classes
  - Reading
  - Writing
  - Revised corrective reading program for Level I WASL juniors
  - Faculty one-on-one support for completion of COE in reading and writing
- ❖ Merge the Opportunity Program to be a working component of the Lincoln Campus, now known as the Lincoln Contract Program.
- Identified all Level 1 and 2 students in the Contract program for additional support in reading, writing and math.
- ❖ Selection for and implementation of the 21st Century Millennium Grant
- 3. Embellished relationship with Walla Walla Community**
- GED readiness program; vocation fields of interest, AEP and Running Start, faculty support development for successful transition.
- 4. Research-Based Instructional Strategies**
- ❖ Focus professional development on the district criteria for Secondary Instructional Practices during the 08-09 school year.
- One staff meeting per month committed to staff development.
  - Weekly "Late Start" meetings established to allow staff to interact with Walla Walla High School staff in professional development and curriculum implementation.
  - Staff participation in Social Studies Classroom Based Assessment Grading for the district
  - Utilize collaboration time: analyze assessment data for each student to adjust learning plans
  - GLAD training
  - Classroom Management Techniques Training
- ❖ Recruit and train parents, students and community members as partners in WWPS learning community as evidenced by increased participation in building activities.
- Schedule a student/parent Open House and Orientation for our students and parents prior to the opening of school.
  - Contact and invite parents to participate in our Conferences.
  - Develop a culture that includes the parent as a partner in their child's education
  - Online grades
  - Principal letter to notify parents of students identified for corrective action
- ❖ Implement Progress Assessments to track student growth bi-monthly
- AIMS Web, Tier II reading, corrective reading
- 5. Data to drive decisions**
- ❖ Involve staff, parents and students in developing, participating in and monitoring student assessment data to focus on instruction, assist in placement, and to monitor student growth.
- Students and their families actively work with staff to monitor student's transcripts and graduation requirements.
  - Students and staff utilize MAP Scores to address learning gaps in individualized plans in reading, math, and language usage.
  - Establish MAP scores as a tool for program placement and to inform teachers of student's academic progress
  - Have identified all Level 1 and 2 students and placed them appropriately in classes for academic success
- ❖ Develop student application process for students new to the district or Lincoln
- Skill Assessment
  - Academic Review
  - Interview Process
  - Appropriate academic placement
- 6. Priorities for professional development**
- ❖ a. Foster our Professional Learning Community.
- Review and articulate Lincoln's mission and vision
  - Establish team professional growth goals

## **Goal 2 - Key Actions**

### **1. Better understanding of district goals, needs, mission.**

- ❖ Enhance effective two-way communications plan which supports schools, departments and programs:
- Communicate with parents positively at least quarterly about their student's strengths and areas for growth
  - Send out progress reports five weeks into each quarter to communicate with parents about their student's level of progress and make phone calls as necessary.
  - Invite students and parents to Open House and student/parent orientation prior to school beginning in August 2007

## **Goal 3 - Key Actions**

### **1. Improvement Process**

- Realign school layout to establish a safe and efficient learning environment.
- Look for community partnerships that can provide needed services to community population on Lincoln's campus.
- Organize and implement student community service projects to create a more positive relationship with the community and Lincoln Alternative High School

