

School Improvement Plan Narrative Overview



Byron Kibler Elementary School

PROGRESS TOWARD PREVIOUS YEAR'S GOALS 2008-2009

Last year Byron Kibler Elementary set academic performance targets in math, reading, and writing consistent with the Federal No Child Left Behind (NCLB) Act for 2009. These learning targets for our students to achieve were set in math at 64.9%, in reading at 76.1%, and in writing at 76.1% for the state WASL. Byron Kibler's third grade students' performance shows they exceeded our performance goals for last year in math. Our third and fourth grade students' reading performance shows they were moving toward our performance goal. The fifth grade students exceeded our reading goal. The fourth grade students' writing performance shows that they have not yet met our performance goal. We were extremely pleased to see the increase in math for fourth grade from 25.6% to 36.2% and fifth grade from 43.9% to 58.7%. The fourth and fifth grade students' math performance are still an area of concern and focus. Due to the overall review of the past year's students' performance the building's main focus for 2009-2010 will continue to be math. This will include staff training in Math Expressions, tied to the state math standards and best practice classroom instructional strategies. Grade level teams will meet collaboratively with a math emphasis.

OVERVIEW OF SCHOOL IMPROVEMENT 2009-2010

Continuous Improvement Process and Stakeholder Participation

The process for developing this School Improvement Plan at Byron Kibler Elementary was a collaborative effort involving staff. The staff had an opportunity for input at a staff meetings, during grade level collaboration, and/or on an individual basis. The School Improvement Plan will be presented to the School Board at the November 2009 School Board Meeting. Once this has occurred a final copy of the School Improvement Plan will be given to each staff member and distributed at the next PTA meeting. Also, copies of our plan will be available in the office for families and posted on the Byron Kibler web page.

Review of Data to Establish Improvement

The staff reviewed the following WASL data for the past year during staff meetings, during grade level collaboration, and/or on an individual basis. The fourth and fifth grade teachers also looked at individual student scores to have a clearer picture of each student's strengths and areas needing support. All grade level teachers reviewed the math strand profiles.

	2007 State Avg.	2007 Byron Kibler Avg.	2008 State Avg.	2008 Byron Kibler Avg.	2009 State Avg.	2009 Byron Kibler Avg.
3rd Grade						
Reading	70.7	81.7	70.4	76.5	71.3	65.3
Math	69.4	70.7	68.3	69.1	66.3	72.0
4th Grade						
Reading	76.4	62.3	72.3	69.2	73.5	68.1
Math	57.9	39.1	53.4	25.6	52.3	36.2
Writing	60.1	44.9	62.1	59.0	60.3	47.8
5th Grade						
Reading	71.7	71.6	75.3	69.5	73.9	77.3
Math	59.3	51.6	61.0	43.9	61.9	58.7

Characteristics of High Performing Schools

For the 2009-2010 school year the Byron Kibler staff decided to focus our efforts on the following three OSPI "Characteristics of a High Performing Schools":

1. High Levels of Collaboration and Communication

Teachers will meet most weeks for one hour or one half hour as grade level teams, Professional Learning Communities (PLC). In addition a new team was created for increased building-wide communication this school year which meets monthly, the Learning Community Communication Team. The Learning Community Communication Team has a representative from each grade level, the support specialists, and classified staff.

2. Curriculum, Instruction, and Assessment Aligned with Standards

This focus will be reinforced by district and building staff training.

3. Supportive Learning Environment

The staff will continue the "Capturing Kids' Hearts" process (more detail below – Safe and Supportive Learning Environment).

Recognition of Non-Academic Learning

In our school, Byron Kibler's staff celebrates and values non-academic learning experiences that contribute to the growth of our students. These growth related activities reinforce public speaking, leadership, interpersonal skills, teamwork, self-confidence, and resiliency. Examples of the types of activities that occur at Byron Kibler include the following:

- | | | | |
|--------------------------------|-------------------------|--------------------|-------------------------|
| - assemblies | - ASB representatives | - ASB activities | - recess reading room |
| - spirit days | - book fair | - drama club | - recess math room |
| - community volunteers | - school volunteers | - safety patrol | - recess library |
| - reading/math/writing buddies | - school evening events | - talent show | - activity nights (PTA) |
| - field trips | - play day | - film celebration | - walk-a-thon (PTA) |

Safe and Supportive Learning Environment

A process called “Capturing Kids’ Hearts” will continue to assist our staff to become better equipped with tools to build meaningful relationships with our students, provide a safe environment in which to learn, and increase dialogue for team-building. The nine crucial components of this process we have agreed to incorporate school-wide include the following:

1. Social Contract/Class Promise (school-wide management tool)
 - The 4 Questions/Handshake:
 1. “Excuse me, what were you doing?”
 2. “What are you supposed to be doing?”
 3. “Are you doing it/that?”
 4. “What are you going to do about it now?” (adult and student shake hands)
 - Whole Class Violation called by teacher:
 1. “What is happening here?”
 2. “What did we say we would do to help each other?”
 3. “Everyone show me the sign?”
 4. “Are you willing to do that?”
 5. “Great!”
2. Consequences/Rewards (school-wide management tool)
3. Big T, Little t (school-wide management tool)
4. Fouled Student Signals Put-Down, fouling student gives two put-ups (class management tool)
5. Conflict Resolution (class management tool)
6. Morning Greeting, Handshake (school-wide management tool)
7. Class Discussion of Good Things (class management tool)
8. Affirmation Circle (class management tool)
9. Ritual/Launch/Review at the End of the Day (class management tool)

Equity Issues

The Byron Kibler staff supports the importance of gender equity. We have successfully addressed this topic in a variety of ways including equal opportunity in all school activities, self-esteem awareness, attendance issues, student/teacher interactions, encouragement of all students in all areas of instruction, gender bias in tests, fair management plan, and the use of a variety of teaching styles to address gender differences in learning.

An area we will continue to monitor and address is educational equity. We provide an extended learning opportunity kindergarten student families who decide to participate through an all day kindergarten program. Kindergarten through fifth grade students have the opportunity of extended instructional time provided by building and district interventions and activities. Fifth grade students, identified by the results of the 2009 WASL, will have an individualized Student Learning Plan created to support their academic area(s) of need. An enrichment/intervention time has been scheduled Monday through Thursday for each grade level with para-educator support. Students who qualify have the opportunity to participate in the following programs as well:

- Title I/LAP literacy/math
- IA full day program or one-day pull out program
- Special Education services
- ELL services

Technology

The staff at Byron Kibler incorporates technology in a variety of ways to enhance student learning. Technology within the classroom includes word processing, reading and math software, internet research, and multimedia presentations to enhance and improve learning. Some classrooms use AlphaSmarts to supplement their learning. In addition to the above classroom technology, time may be scheduled in our library. Students may access our schools' library database online at home as well as at school to search for available books and other resource tools. Providing our students with regular access to computers in both the classroom and the library is an ongoing goal.

A digital camera, a document camera, and a LCD projector are available for classroom use through check out from the library. The initial users of this equipment are teachers for modeling math work of students, student writing, and projecting teacher created work models and PowerPoint presentations. Teacher modeling with this equipment is successful and student modeling of work is becoming more frequent. The PTA donated two document cameras and projectors to the school last year for check out from the library. Our goal is to have a document camera and projector in each classroom within the next two years.

Parent, Family, and Community Involvement

The Byron Kibler PTA provides a high level of support and enthusiasm for our school programs. This group of highly motivated parents and community members brings an immense amount of talent and energy into our classrooms and school. Their leadership helps sponsor and coordinate our student programs and family activities throughout the year which continues to assist in bringing our Byron Kibler community closer together. Some of these opportunities include:

- Monthly Meetings
- Bingo Night
- Recess Reading Room Set up
- Classroom Emergency Kits
- Fund Raiser
- Family Dances
- Recess Math Room Supervision
- Art Print Lessons
- Spirit Shirts
- Classroom volunteers
- Funds for field trips and teaching materials
- Teacher Grants

At Byron Kibler, our staff offers many activities for our students and our families that are focused on learning and fun. We invite all of our families to participate in the many exciting and enjoyable activities we plan throughout the school year. Working together we can help our students discover their full potential and support all students achieving at high levels. Family and friends have the opportunity to be involved through several events which include:

- Meet Your Teacher Day
- Holiday Reading/Math
- Kindergarten Round Up Night
- School/Office Newsletters
- Building/Staff Web Pages
- Curriculum Night
- Craft Sale Project
- Volunteer Program and Training
- Staff phone calls/notes/emails
- School Monthly/Yearly Calendar
- November Parent/Teacher Conferences
- Book Fair
- Classroom Newsletters
- Parent/Teacher/Counselor/Principal Meetings
- Office Reminders for Special Activities, etc.



BUILDING/DEPARTMENT PLC ACTION PLAN 2009-2010

Building/Department: Byron Kibler Elementary

IMPROVEMENT GOAL What is the SMART student learning goal, PLC implementation goal, or general school improvement goal you intend to accomplish?	IMPROVEMENT ACTIVITY What initiative or activity will occur to accomplish this goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	RESOURCES NEEDED What are the existing and/or new resources that will be used to accomplish this activity?	PROFESSIONAL DEVELOPMENT How will staff acquire the necessary skills and attitudes to implement this activity?	MONITORING PROGRESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?
PLC IMPLEMENTATION						
Articulate and make public the building purpose and goals that will drive planning and goal setting	Review of building mission, vision, values, and goals; development of norms documents for building and PLC Teams Complete, review, and display the building learning vision (goals) Complete PLC Action Plan, available in the office and on school web page	<ul style="list-style-type: none"> • August 26, 2009 • Started 08-09 • August 26, 2009 	<ul style="list-style-type: none"> • Principal • Teachers • Principal • Teachers 	<ul style="list-style-type: none"> • Time during opening meeting • Time during opening meeting 	<ul style="list-style-type: none"> • PLC Summer Conferences June 22-23, 2009 and July 27-29, 2009 • Principal review during opening staff meeting • PLC Summer Conferences June 22-23, 2009 and July 27-29, 2009 	<ul style="list-style-type: none"> • Building mission, vision, goals, values, and norms document – to be reviewed annually • Building vision to be reviewed annually • Building PLC Action Plan to be reviewed annually

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Provide structure and resources for PLC implementation	<p>Development and implementation of a PLC binder for each grade level</p> <p>Development and implementation of a template for grade level teams to plan and track progress of PLC teams</p> <p>Implementation of a building PLC Team with grade level, specialist, and classified representatives</p> <p>Continuing the Learning Community Communication Team Meetings which began last year with grade level, specialist, and classified representatives</p>	<ul style="list-style-type: none"> • August 26, 2009 • August 26, 2009 • First Wednesday of the Month • Third Wednesday of the Month 	<ul style="list-style-type: none"> • Principal • Principal • Grade Level Team Leader • Principal • Grade level, specialist and classified representative for the year • Principal • Grade level, specialist, and classified representative for the each semester 	<ul style="list-style-type: none"> • Principal planning time • Principal planning time • Grade level collaboration time • Principal and representative time • Principal and representative time 	<ul style="list-style-type: none"> • Weekly PLC work time during early dismissal Fridays • Weekly PLC work time during early dismissal Fridays • Ongoing training during monthly meetings • Ongoing training during monthly meetings 	<ul style="list-style-type: none"> • PLC binders for each grade level • Weekly collaboration template completed for each grade level, one in grade level binder and one to principal • Meeting time in weekly bulletin and meeting agendas • Meeting time in weekly bulletin and meeting agendas

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Utilize the PLC process for ongoing review of student classroom performance	Each PLC grade level team will complete three PLC review cycles of curriculum-based student work Intervention/Enrichment grade level student time embedded in the week Monday through Thursday	<ul style="list-style-type: none"> September 11, 2009-June 11, 2010 	<ul style="list-style-type: none"> Building principals Teacher PLC Teams 	<ul style="list-style-type: none"> Principal planning time 	<ul style="list-style-type: none"> PLC Conference, July 27-29, 2009 Ongoing planning-training at staff meetings and/or weekly PLC work time during early dismissal Fridays 	<ul style="list-style-type: none"> Principal visits to grade level collaboration Collaboration team documentation Principal visit to grade level Intervention/Enrichment Collaboration team documentation
Review of PLC implementation progress throughout the building	Presentation to Cabinet and School Board of Building PLC Binder and implementation progress by the principal	<ul style="list-style-type: none"> Spring 2010 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Principal planning time Time during Board Meeting, Spring, 2010 	<ul style="list-style-type: none"> Ongoing principal training at administration meetings 	<ul style="list-style-type: none"> Principal visits to Cabinet meetings Cabinet visits to each school to review PLC implementation progress with principal Summative PLC implementation evaluation tool to be facilitated by principal
MATH IMPLEMENTATION						
Articulate and make public of building purpose and goals that will drive planning and goal setting in math	Implement and publicly display Kibler's Comprehensive Math Instructional Model	<ul style="list-style-type: none"> Started 08-09 August 26, 2009 	<ul style="list-style-type: none"> Principal Teachers 	<ul style="list-style-type: none"> Time during opening meeting Reviewed during collaboration 	<ul style="list-style-type: none"> Weekly PLC work time during early dismissal Fridays 	<ul style="list-style-type: none"> Principal observation during learning walks

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<u>Math Performance SMART Goal #1:</u> Students will achieve proficiency on the District Math Assessments in Numbers/Operations during 2009-2010 at the following: K-1 st 90% students 2 nd -4 th 70% students 5 th 60% students	Practice assessment format Reteach using the data gathered from practice assessments Use assessment data for planning of activities during the grade level Intervention/Enrichment time	<ul style="list-style-type: none"> • August 31, 2009 through April 30, 2010 	<ul style="list-style-type: none"> • Principal • Classroom Teachers 	<ul style="list-style-type: none"> • Principal and classroom teacher time to develop instructional, assessment and student support strategies 	<ul style="list-style-type: none"> • Weekly PLC work time during early dismissal Fridays 	<ul style="list-style-type: none"> • Score reports on the District Math Assessments on Numbers & Operations, Spring 2010
<u>Math Performance SMART Goal #2:</u> Ninety percent (90%) of students will achieve proficiency on the District Curriculum-Based Common Assessments at each grade level in kindergarten through fifth during 2009-2010	Practice assessment format Reteach using the data gathered from practice assessments Use assessment data for planning of activities during the grade level Intervention/Enrichment time	<ul style="list-style-type: none"> • August 31, 2009 through May 14, 2010 	<ul style="list-style-type: none"> • Principal • Classroom Teachers 	<ul style="list-style-type: none"> • Principal and classroom teacher time to develop instructional, assessment and student support strategies 	<ul style="list-style-type: none"> • Weekly PLC work time during early dismissal Fridays 	<ul style="list-style-type: none"> • Score reports on the District Curriculum-Based Common Assessments, Fall-Winter-Spring 2009-2010
<u>Math Performance SMART Goal #3:</u> Ninety percent (90%) of students will achieve proficiency on the state math standard that is Progress Monitored at each grade level kindergarten through fifth during 2009-2010	Create grade level display boards to visual show students' progress Monitor and assess students monthly	<ul style="list-style-type: none"> • August 31, 2009 through April 30, 2010 	<ul style="list-style-type: none"> • Principal • Classroom Teachers 	<ul style="list-style-type: none"> • Principal and classroom teacher time to develop instructional, assessment and student support strategies 	<ul style="list-style-type: none"> • Weekly PLC work time during early dismissal Fridays 	<ul style="list-style-type: none"> • Score reports from the State Math Standard that is Progress Monitored at each Grade Level, Spring 2010

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<p><u>Math Performance SMART Goal #4:</u> Sixty four point nine percent (64.9%) of students will meet the NCLB-AYP Uniform Bar of proficiency on the state Math MSP during the 2009-2010 at the following levels: third grade through fifth grade.</p> <p>Effective building-wide implementation of new K-12 math curriculum</p>	<p>Practice assessment format</p> <p>Reteach using the data gathered from practice assessments</p> <p>Use assessment data for planning of activities during the grade level Intervention/ Enrichment time</p> <p>Math Expressions Training by Janis Heigl for K-5 Teachers</p> <p>Training for Implementation of K through 5th Grade Quick Pace and Curriculum Scope/Sequence Guides</p>	<ul style="list-style-type: none"> • August 31, 2009 through April 30, 2010 • August 25, 2009 • October 9, 2009 • August 25, 2009 • September 4, 2009 • Additional time as needed 	<ul style="list-style-type: none"> • Principal • Classroom Teachers • Principal • Principal 	<ul style="list-style-type: none"> • Principal and classroom teacher time to develop instructional, assessment and student support strategies • Janis Heigl • Teacher time 	<ul style="list-style-type: none"> • Weekly PLC work time during early dismissal Fridays • K-5 teacher training • Teacher trainings during weekly PLC work time during early dismissal Fridays 	<ul style="list-style-type: none"> • Score Reports on the state Measurement of Student Progress (MSP) in Math, Spring 2010 • Roster of K-5 Teacher Participation • Quick Pace and Curriculum Scope/Sequence Guides

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Articulation of cohesive district K-12 math program	<p>Implementation of District K-5th Grade Math Assessment System</p> <ul style="list-style-type: none"> • District Numbers & Operations Assessments (K-5th) • District Curriculum-Based Common Assessments (K-5th) • Monitoring of State Math Standard (K-5th) • State MSP (3rd-5th) <p>Development and implementation of an assessment binder for each classroom teacher</p> <p>Implementation of Revised K-5 Math Report Card Indicators</p>	<ul style="list-style-type: none"> • August 24, 2009 • September 2, 2009 • Additional time as needed <ul style="list-style-type: none"> • September 4, 2009 <ul style="list-style-type: none"> • August 24, 2009 for Fall Report Card Indicators • November 2, 2009 for Winter/Spring Report Card Indicators 	<ul style="list-style-type: none"> • Principal and classroom Teachers <ul style="list-style-type: none"> • Principal • Classroom Teachers <ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • Teacher time <ul style="list-style-type: none"> • Principal planning time <ul style="list-style-type: none"> • Principal and A & I Facilitator planning time during Spring, Summer and Fall 2009 	<ul style="list-style-type: none"> • Teacher trainings during weekly PLC work time during early dismissal Fridays <ul style="list-style-type: none"> • Weekly PLC work time during early dismissal Fridays <ul style="list-style-type: none"> • Teacher trainings 	<ul style="list-style-type: none"> • Schedule of District Math Assessment System • Score Reports from District/State Math Assessments <ul style="list-style-type: none"> • Assessment binder for each classroom teacher <ul style="list-style-type: none"> • Revised K-5 Math Report Card Indicators for Fall, Winter and Spring, 2009-2010

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Parent understanding, involvement and support in the implementation of new K-12 math curriculum	Parent Math Expressions Presentation at Curriculum Night Math homework and Family Math Expression Letters sent home on a regular basis Math activities/games for math home support Distribution of the Kibler's Comprehensive Math Instruction Model to families	<ul style="list-style-type: none"> • September 24, 2009 • August 31, 2009 through June 11, 2010 • PTA General Meetings: October 13, 2009, January 12, 2010, and April 13, 2010 • September/October Office Newsletter • Curriculum Night, K-5 Family Math Expressions Exhibit, September 24, 2009 • PTA Meeting, November 10, 2009 	<ul style="list-style-type: none"> • Classroom Teachers • Principal • Parent participation in school activities • Classroom Teachers • Principal • Principal 	<ul style="list-style-type: none"> • 10 minutes during Curriculum Night evening classroom presentations and K-5 Family Math Expressions Exhibit at Curriculum Night • Math Expressions Curriculum • Math Expressions Curriculum, activities/games from Janis Heigl and/or Math Expressions curriculum • Kibler's Comprehensive Math Instruction Model, completed the 2008-2009 school year 	<ul style="list-style-type: none"> • None • None • Math training • None 	<ul style="list-style-type: none"> • Record of Curriculum Night Presentation in each classroom and bulletin and office newsletter for exhibit • Record of math homework and Math Expression Family Letters sent home • Math activities/games home with families • Copy of the September/October Office Newsletter • Record of Curriculum Night, K-5 Family Math Expressions Exhibit, September 24, 2009

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READING IMPLEMENTATION						
<u>Reading Performance SMART Goal #5:</u> Seventy six point one percent (76.1%) of students will meet the NCLB-AYP Uniform Bar of proficiency on the state Reading MSP during the 2009-2010 at the following levels: third grade through fifth grade.	Building-Based PLC Plan of Instructional Strategies, Formative Assessments and Student Intervention/Support Strategies	<ul style="list-style-type: none"> • August 31, 2009 through May 28, 2010 	<ul style="list-style-type: none"> • Principal • Classroom Teachers 	<ul style="list-style-type: none"> • Principal and classroom teacher time to develop instructional, assessment and student support strategies 	<ul style="list-style-type: none"> • Periodic check in as needed during the weekly PLC work time during early dismissal Fridays 	<ul style="list-style-type: none"> • Score Reports on the state Measurement of Student Progress (MSP) in Reading, Spring 2010
TECHNOLOGY IMPLEMENTATION						
Provide greater technology access in the classroom for teachers and students	Implementation of a document camera and a projector in each classroom with a computer interaction	<ul style="list-style-type: none"> • Began 2008-2009, three year plan for each classroom to have set up • 5th, 4th, and 3rd grade classrooms have set up 2009 • 2nd grade classrooms received set up September 2009 • 1st grade classrooms share a document camera and projector placed on a wheeled cart on a tri-weekly rotation basis 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Building budget • PTA donation for two document cameras and two projectors 	<ul style="list-style-type: none"> • Skills already acquired or training when needed 	<ul style="list-style-type: none"> • Observation of classroom use during instruction

