

Lewis & Clark's School Improvement Goal Summary 2009-2010

| | Improvement Objective | Summary of Professional Development and/or Interventions | Timeline(s) | Summary of Resources Needed | What measure will be used? |
|--------------------------|--|---|-------------|---|---|
| GOAL: Reading | <ul style="list-style-type: none"> Ninety percent of students that have attended Lewis and Clark from Kindergarten through second grade will be reading at or above grade level | <ul style="list-style-type: none"> All staff require students to read at home for 20 minutes daily Pre School will be provided for at-risk population. Pre school reading curriculum will consist of phonemic awareness, phonics, and vocabulary development. A Reading Block/Title schedule to allow for each student to receive reading instruction from their basic education teacher (tier 1), strategic intervention (tier 2), and intensive intervention (tier 3). Reading committee oversees Bikes 4 Books, reading pledge, possible author visit, Reading Night Each grade level determine how to use VIP video for their grade level Each grade level will determine appropriate AR goals for their students & develop recognition program Research options to open computer lab recess, before or after school for students to take AR test Check out wireless lap tops to classrooms to help equalize access to computers in classrooms Reading Night | 2009-2010 | <ul style="list-style-type: none"> Pre-school teacher and EA Parenting Classes for Pre-kindergarten parents focusing on class activities, playing games, book reading, social skills training, problem solving strategies, developmental stages of children, Parenting with Love and Logic, etc. VIP volunteer coordinator to assist teachers finding classroom help | <ul style="list-style-type: none"> Screening – Dibels administered for all K-5 students fall, winter, and spring |
| | <ul style="list-style-type: none"> Eighty-four percent of students in grade three through five will be reading at or above grade level on the WASL assessment | | | | <ul style="list-style-type: none"> Diagnostic - Measurement of Academic Progress (MAP) will be administered fall, winter, and spring for all students in grades 3, 4, & 5 Diagnostic – DRA is an option to use in grades Kindergarten – 2nd grade Diagnostic – Houghton Mifflin Placement Assessment |
| | | | | | <ul style="list-style-type: none"> Progress Monitoring – Dibels will be administered every three weeks for at-risk population Benchmark - Washington State Assessment of Student Learning (WASL) Other assessments – Richland School District Kindergarten Literacy Assessment STAR assessment for comprehension |

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| GOAL: Writing | <ul style="list-style-type: none"> Seventy-eight percent of students in fourth grade will be writing at or above grade level on the WASL Assessment | <ul style="list-style-type: none"> Pre School will be provided to students who are at-risk. Pre school writing curriculum will consist of print awareness, name writing, shared writing, interactive writing, independent writing, and letter/number formation. | 2009-2010 | <ul style="list-style-type: none"> One restricted day for the scoring of the district writing prompt | <ul style="list-style-type: none"> Benchmark - Washington State Assessment of Student Learning (WASL) |
| | | | | | <ul style="list-style-type: none"> Diagnostic - Richland School District writing prompt |
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| GOAL: Math | <ul style="list-style-type: none"> Seventy-five percent of students in grades three through five will be at or above grade level on the WASL Assessment | <ul style="list-style-type: none"> Implement initial lesson format presented from Envisions (Problem of the day, Review, Lesson, Quick Check, Practice, Re-teach, Enrichment) This may be tailored to individual student needs based on teacher discretion. Continue using supplemental materials (Five Step Problem Solving Method, Math Pacing or Math Minute for vocabulary review, Everyday Counts Calendar in PreK-2 for number sense) and revisit after first unit of study to determine what additional support may be needed Incorporate time in Friday collaboration to talk about Math. Specific time will be determined by grade level teams - intent to address instructional strategies & provide purposeful direction in Math. Family Math Night A Math Block/Title | 2009-2010 | <ul style="list-style-type: none"> One day prior to start of school for grade level discussion and lesson planning, Title EAs Specialists must submit appropriate alternate activity for Math day to be approved by principal Parenting Classes for Pre-kindergarten parents focusing on class activities, playing games, book reading, social skills training, problem solving strategies, developmental stages of children, Parenting with Love and Logic, etc. | <ul style="list-style-type: none"> Benchmark - Washington State Assessment of Student Learning (WASL) |
| | | | | | <ul style="list-style-type: none"> Richland School District Kindergarten Math Assessment |
| | | | | | <ul style="list-style-type: none"> Diagnostic - Measurement of Academic Progress (MAP) will be administered fall, winter, and spring for all students in grades 3, 4, & 5 |
| | | | | | <ul style="list-style-type: none"> Screening - AimsWeb |

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| | | <p>schedule to allow for each student to receive math instruction from their basic education teacher (tier 1), strategic intervention (tier 2), and intensive intervention (tier 3).</p> <ul style="list-style-type: none"> • Pre School will be provided to students who are at-risk. Pre school math curriculum will focus on number sense, using the math integration of the adopted reading curriculum as well as other resources. | | | |
| Goal: PBIS | <ul style="list-style-type: none"> • Establish a baseline of discipline referrals during the 2009-10 school year using the SWISS system | <ul style="list-style-type: none"> • The BIG 3 - Show Respect, Solve Problems, Make Good Decisions • Revised Refocus Form • Revised Teach To's with plan to implement throughout the year • I Got Caught to include Kindergarten & use of treasure box • School Expectation Booklet • Red Zone Plan • Word of the month to be: <ul style="list-style-type: none"> - used in teachable moments - included in announcements & PTA newsletters | 2009-2010 | <ul style="list-style-type: none"> • Time to teach - 1 full day training at LC (1/2 day refresh & 1/2 day review, revise and create) Facilitated by LC PBIS team | <ul style="list-style-type: none"> • SWISS data collection system |
| | <ul style="list-style-type: none"> • Reduce number of student suspensions by 10 percent? | | | | <ul style="list-style-type: none"> • Reduction of student suspensions |
| | | | | | |
| GOAL: Science | <ul style="list-style-type: none"> • Sixty-two percent of fifth grade students will be at or above grade level on the WASL Assessment | <ul style="list-style-type: none"> • Grade 2 – 5 will teach three STC kits each year, Kindergarten and 1st will teach two kits with modifications as necessary. All staff will use a Science Notebook | | | <ul style="list-style-type: none"> • Benchmark - Washington State Assessment of Student Learning (WASL) |
| | | | | | <ul style="list-style-type: none"> • Diagnostic - Measurement of Academic Progress (MAP) |

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| | | <p>and Investigation Planning Template (At least once per STC kit)</p> <ul style="list-style-type: none"> • Science Extravaganza talks in 4th and 5th grades • First through fifth grades will participate at LC Science Fair, as individuals and/or class. (Mary Moore will work with grade level teams at first, second, and third grades to develop a Scientific Planning Template that follows the state standards and is also developmental appropriate for students) Staff attendance at Science Fair will be encouraged, but not required. | | | will be administered fall, winter, and spring for all students in grades 4 & 5 |
| GOAL: | | | | | |
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