



Snoqualmie Valley School District

2011-2012

School Improvement Plan



Snoqualmie Elementary School



9801 SE Park Street
Snoqualmie, Washington 98065

Our Mission:

“Working together to provide a safe, nurturing and engaging environment which inspires creativity, academic excellence and enthusiasm for learning.”

Our Vision:

Snoqualmie Elementary is a school where we:

- ❖ develop creative and individual talents.
- ❖ think critically, solve problems and make informed choices.
- ❖ take responsibility for our actions.
- ❖ foster an atmosphere in which diversity of all individuals is accepted and respected.



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I. Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School improvement planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.
- The School Improvement document is only as good as the quality of thought that goes into it, and the time and commitment that is given by everyone who has a stake in the plan.
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.

Leadership/Planning Team Members

The following are our Learning Improvement Team members:

- Cori Pflug, Principal
- Sue von Cappeln, First Grade Teacher
- Andrea Glenn, Second Grade Teacher
- Mel Christian, Third Grade Teacher
- Shannon Roubicek, Fourth Grade Teacher
- Cindy Hodgins, Fifth Grade Teacher
- Rachel McCall, Parent
- Jill Looper, Parent
- Jill Dais-, Parent



II. Description of School Community

Overview of Snoqualmie Elementary School

Background about Snoqualmie Elementary School and our organization for school improvement:

Snoqualmie Elementary School is one of five elementary schools in the Snoqualmie Valley School District. Our school is an exceptional facility with a breathtaking view of Mount Si and is located in the picturesque town of Snoqualmie. We have a courtyard with garden space for classrooms to use as an outdoor learning area. We also have access to a wetlands located next to the school. Students are able to visit at different times of the years. To enhance our school, the students completed a mosaic project which is located at the front of the building. Many of our students participated in the design of each mosaic creation and our PTSA was a great support in completing this wonderful endeavor.

Our October 1, 2011 enrollment was 591.1 students; kindergarten through fifth grade. Special programs at our school include: Highly Capable program for fourth and fifth grade students, Academic Support program for all grade levels, Special Education for student with disabilities, and LAP services for students who have difficulties in the area of reading.

Our school has 27 classroom teachers grades K-5, a full-time counselor and librarian, and full-time music and physical education teachers. Students receive instruction twice a week from our PE teacher and music teacher and receive instruction once a week from our librarian. Classroom teachers bring their own classes to the computer lab. Our school also has a speech and language pathologist, occupational therapist, school psychologist and nurse.

Snoqualmie Elementary has a strong and vibrant PTSA. Parents are involved in the major decisions that affect our school goals and activities, policies, and budgets. The PTSA organizes and sponsors a variety of activities, which support students and staff. Among these are the annual Walk-a-thon and fitness week, the holiday bazaar, family fun nights, Science/Art fair, teacher grants, assemblies, field trips, and the Silent Auction.

Snoqualmie Elementary School's Learning Improvement Team (LIT) is our Representative Site Council made up of staff and parent representatives, and our principal. It is the charge of the LIT to collect and analyze student data, gathering other pertinent survey data and information, develop ideas and improvement plans, gather consensus on ideas and plans, and implement Learning Improvement plans, all ensure continued improvement of student learning. Our LIT has formed five focus groups, Literacy, Math, Science, Green Team, and Motivation, to help implement the action plans.



Participating Stakeholders

I am aware and supportive of our Building's School Improvement Plan:

Tori Ringoen	Cindy Hodgins
Shannon Smith	Ann Jenks
Jacque Barry	Carol Kinnie
Kirsten Baxter	Nate Ziemkowski
Danette Hruska	Mandy Hunt
Sherry Christen	Nikita Arbruster
Melanie Christian	Ruth Edwards
Diane Lund	Colleen McEldowney
Michael Crumb	Jim McEldowney
Krista Dennis	Marci Nicholson
Andria Glenn	Dana Nohavec
Claudine Fairchild	Shannon Caires
Kerri Fenton	Erin Whitney
Shannon Roubicek	Michelle Pearlstein
Alicia Richardson	Cori Pflug
Ashley Beattie	Aaron Duncan
Jody Fridenstine	Deva Baruah
Cheryl Wood	Marisa Snyder
Kristi George	Maxine Stokosa
Jennifer Gjurasic	Nancy Wagner
Catherine Heinz	Joanna West
Marcia Townsend	Alma White
Jill Dais-Brenna	Joy Orcutt
Rachel McCall	Sue von Cappeln
Jill Looper	Melanie Beck
Suzanne Spuhler	Sheena Harter
Gretchen Hinds	Susan Burke
Kim Buckmaster	Anneliese Shajenko



District Review Team Members

The following are our District Review Team Members

Craig Husa, – Board of Directors
Name & Title

Date Review: _____

Scott Hodgins, – Board of Directors
Name & Title

Date Review: _____

Marci Busby, President – Board of Directors
Name & Title

Date Review: _____

Dan Popp – Board of Directors
Name & Title

Date Review: _____

Caroline Loudenback – Board of Directors
Name & Title

Date Review: _____

Joel Aune – Superintendent of Schools
Name & Title

Date Review: _____

Don McConkey – Assistant Superintendent
Name & Title

Date Review: _____



III. School Portfolio

Creating a School Portfolio and Conducting a Comprehensive Assessment of Strengths and Areas of Concern

Snoqualmie Elementary School's portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in four categories, (1) demographic, (2), student achievement, (3) perceptions, and (4) survey data. Data will be added periodically to reflect progress toward our goals.

Stakeholders analyzed this data using a "data carousel" activity. Data displays were created for each data category. Stakeholders rotated from table to table analyzing the data to discern Snoqualmie Elementary School's strengths and areas of concern. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top five concerns. Individual rating and rankings were used to create a composite rating and ranking resulting in a prioritized list of concerns on which to base the improvement plan.

School Demographic Data

- There were 676 students enrolled at SES in May 2011.
- There were 349 males enrolled at SES in October 2010.
- There were 316 females enrolled at SES in October 2010.
- 18.5% of the students received free or reduced price meals in 2011.
- There were 36 classroom teachers at SES in 2011.
- The average number of years of teacher experience at SES is 10.4.
- 75% of teachers at SES have a master's degree.
- 4.1 % English Language Learners
- 16.7 % Receive Special Education services
- 4% 4th and 5th Highly Capable
- Average class size: 23 students
- Parental Involvement: 237 plus volunteers

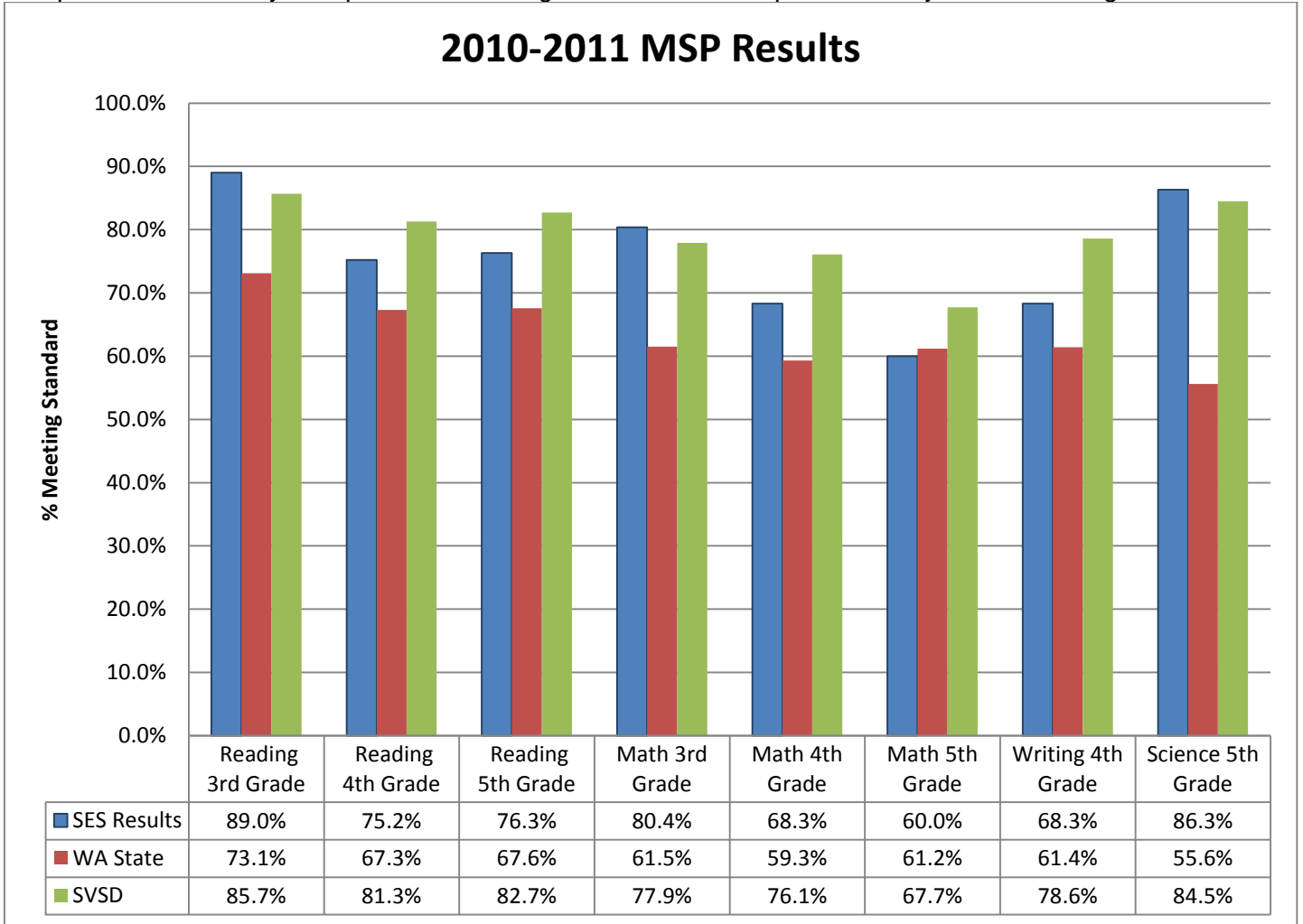
Ethnicities:

- 78.5 % of our students are white
- 1.5 % Native American
- 9.7 % Asian/Pacific Islander
- 5.7 % Hispanic
- 1.2 % Black
- 3.5 % Multi-Racial

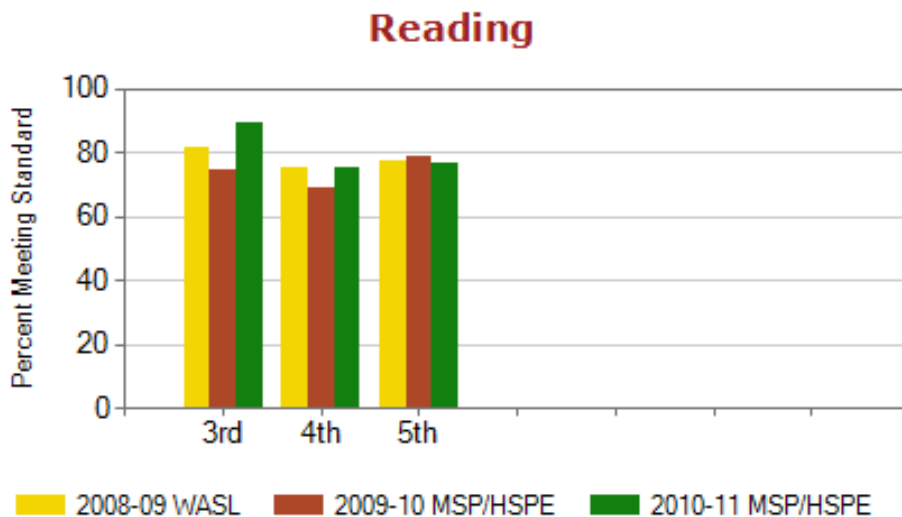


SES Achievement and Comparison Data

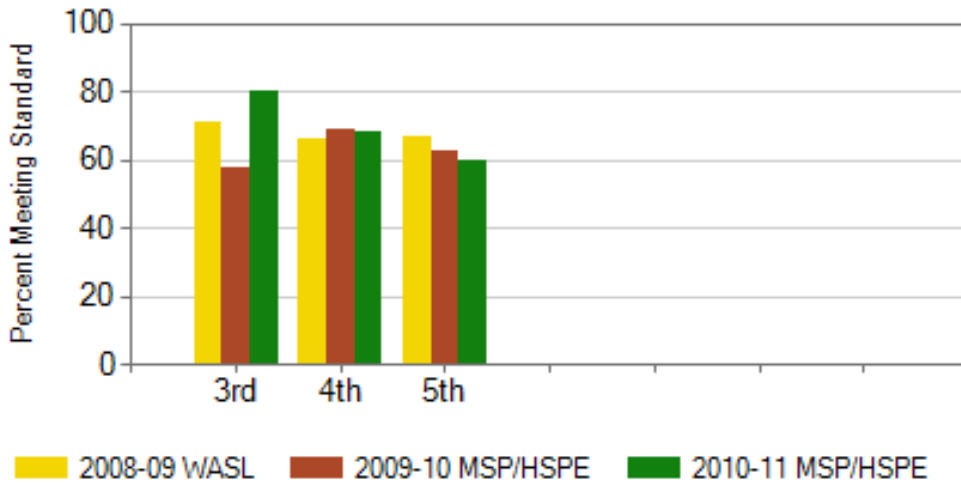
Snoqualmie Elementary Compared to Washington State and Snoqualmie Valley District Averages



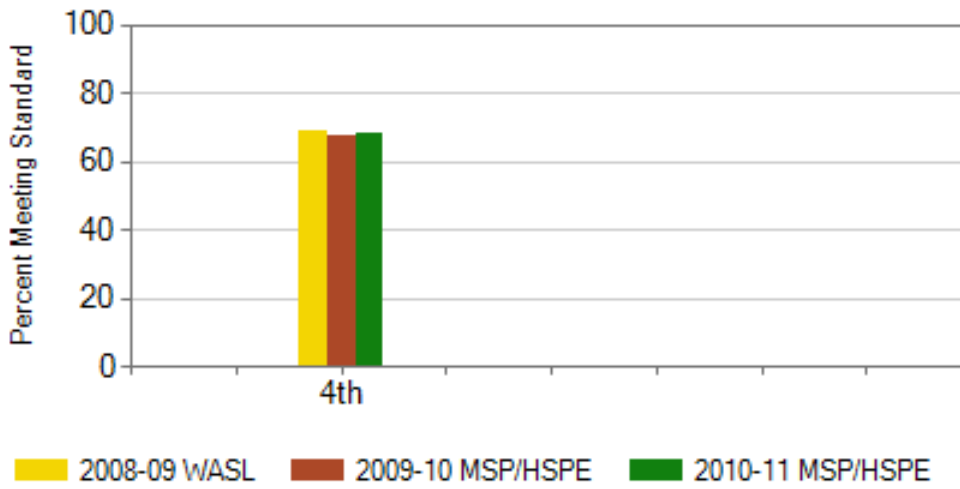
Last three years of scores for Snoqualmie Elementary School:



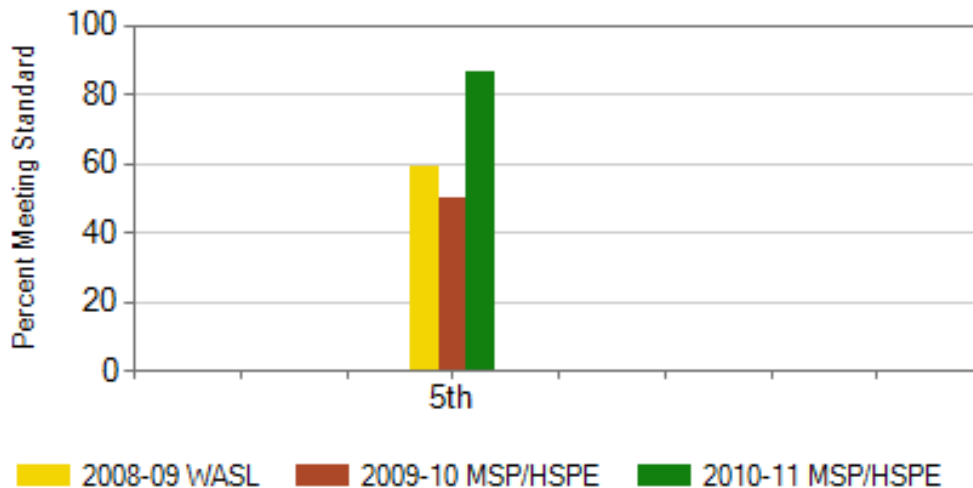
Math



Writing



Science



List Narratives – Successes and Opportunities:

- ❖ Denotes a Success narrative
- Denotes an Opportunity for improvement narrative

Reading

- ❖ In reading, more 3rd, 4th and 5th grade students at SES met or exceeded the MSP standard in 2011 than 3rd, 4th and 5th grade students across WA state.

3rd Grade Reading

- ❖ In reading, 89.0% of 3rd grade students at SES met or exceeded the MSP standard in 2011 compared to 74.6% in 2010.
- ❖ In reading, 89.0% of 3rd grade students at SES met or exceeded the MSP standard compared to 85.7% in the SVSD in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 83.5% of 3rd grade students at SES met or exceeded the MSP standard compared to 67.9% in WA State in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 83.5% of 3rd grade students at SES met or exceeded the MSP standard compared to 79.8% in SVSD in 2011.
- ❖ In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 71.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 65.4% in WA State in 2011.
- In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 71.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 76.5% in SVSD in 2011.
- ❖ In reading-informational text, which includes non-fiction articles, 84.6% of 3rd grade students at SES met or exceeded the MSP standard compared to 70.2% in WA State in 2011.
- ❖ In reading-informational text, which includes non-fiction articles, 84.6% of 3rd grade students at SES met or exceeded the MSP standard compared to 83.6% in SVSD in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 82.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 72.6% in WA State in 2011.
- In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 82.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 83.0% in SVSD in 2011.
- ❖ In reading, 64.7% of 3rd grade free/reduced meal eligible students met or exceeded the MSP standard in 2011 compared to 40.9% in 2010.
- ❖ In reading, 89.8% of 3rd grade female students at SES met or exceeded the MSP standard in 2011 compared to 88.1% of male students.

4th Grade Reading

- ❖ In reading, 75.2% of 4th grade students at SES met or exceeded the MSP standard in 2011 compared to 69.2% in 2010.
- In reading, 75.2% of 4th grade students at SES met or exceeded the MSP standard compared to 81.3% in the SVSD in 2011.



- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 65.0% of 4th grade students at SES met or exceeded the MSP standard compared to 62.5% in WA State in 2011.
- In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 65.0% of 4th grade students at SES met or exceeded the MSP standard compared to 74.5% in SVSD in 2011.
- ❖ In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 66.0% of 4th grade students at SES met or exceeded the MSP standard compared to 60.2% in WA State in 2011.
- In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 66.0% of 4th grade students at SES met or exceeded the MSP standard compared to 73.3% in SVSD in 2011.
- ❖ In reading-informational text, which includes non-fiction articles, 73.0% of 4th grade students at SES met or exceeded the MSP standard compared to 62.7% in WA State in 2011.
- In reading-informational text, which includes non-fiction articles, 73.0% of 4th grade students at SES met or exceeded the MSP standard compared to 78.2% in SVSD in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 74.0% of 4th grade students at SES met or exceeded the MSP standard compared to 69.1% in WA State in 2011.
- In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 74.0% of 4th grade students at SES met or exceeded the MSP standard compared to 79.7% in SVSD in 2011.
- ❖ In reading, 54.5% of 4th grade free/reduced meal eligible students met at SES met or exceeded the MSP standard in 2011 compared to 40.0% in 2010.
- ❖ In reading, 81.6% of 4th grade female students at SES met or exceeded the MSP standard in 2011 compared to 69.2% of male students.

5th Grade Reading

- ❖ In reading, 76.3% of 5th grade students at SES met or exceeded the MSP standard in 2011.
- In reading, 76.3% of 5th grade students at SES met or exceeded the MSP standard in 2011 compared to 78.8% in 2010.
- In reading, 76.3% of 5th grade students at SES met or exceeded the MSP standard compared to 82.7% in the SVSD in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 81% of 5th grade students at SES met or exceeded the MSP standard compared to 68.5% in WA State in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 81% of 5th grade students at SES met or exceeded the MSP standard compared to 82% in SVSD in 2011.
- ❖ In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 62.7% in WA State in 2011.
- In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 79.2% in SVSD in 2011.



- ❖ In reading-informational text, which includes non-fiction articles, 72.2% of 5th grade students at SES met or exceeded the MSP standard compared to 61% in WA State in 2011.
- In reading-informational text, which includes non-fiction articles, 72.2% of 5th grade students at SES met or exceeded the MSP standard compared to 76.4% in SVSD in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 60.6% in WA State in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 75.2% in SVSD in 2011.
- In reading, 43.8% of 5th grade free/reduced meal eligible students met at SES met or exceeded the MSP standard in 2011 compared to 85.7% in 2010.
- ❖ In reading, 77.5% of 5th grade female students at SES met or exceeded the MSP standard in 2011 compared to 75% of male students in 2011.

3rd Grade Math

- ❖ On the 2011 Math MSP, 80.4% of 3rd grade students at SES met or exceeded the standard.
- ❖ 3rd grade students at SES that met or exceeded the Math MSP standard increased by 22.5% (57.9% vs. 80.4%) from 2010 to 2011.
- ❖ Out of the 80.4% that met standards, 27.2% were Level 4 (exceeds standard) which increased by 8.8% from 2010.
- ❖ Out of the 19.6% that did not meet standards, 7.6% were Level 1 (well below standard) which decreased by 6.4% from 2010.
- ❖ In Number Sense and Algebraic Sense 3rd grade students at SES performed 18.5% higher than the state (77.2% vs. 58.7%) in 2011.
- ❖ In Number Sense and Algebraic Sense 3rd grade students at SES performed 4.4% higher than the district (77.2% vs. 73.6%) in 2011.
- ❖ In Measurement, Geometric Sense, and Statistics 3rd grade students at SES performed 14.5% higher than the state (79.3% vs. 64.8%) in 2011.
- ❖ In Measurement, Geometric Sense, and Statistics 3rd grade students at SES performed 0.5% higher than the district (79.3% vs. 78.8 %) in 2011.
- ❖ In Problem Solving and Reasoning 3rd grade students at SES performed 18.3% higher than the state (73.9% vs. 55.6%) in 2011.
- ❖ In Problem Solving and Reasoning 3rd grade students at SES performed 2% higher than the district (73.9% vs. 71.9%) in 2011.
- ❖ In Procedures and Concepts 3rd grade students at SES performed 12.1% higher than the state (68.5% vs. 56.4%) in 2011.
- In Procedures and Concepts 3rd grade students at SES performed 0.1% lower than the district (68.5% vs. 68.6%) in 2011.
- ❖ On the 2011 Math MSP, the number of SES 3rd grade boys who met or exceeded the standard increased by 26.1% (62% vs. 88.1%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, the number of SES 3rd grade girls who met or exceeded the MSP standard increased by 24% (50% vs. 74%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, 3rd grade boys at SES performed 14.1% higher (88.1% vs. 74%) than 3rd grade girls.



- On the 2011 Math MSP, 3rd grade students at SES with free or reduced meals that met or exceeded the math standard increased 13.4% (31% vs. 44.4%) from 2010 to 2011.

4th Grade Math

- On the 2011 Math MSP, 68.3% of 4th grade students at SES met or exceeded the standard.
- 4th grade students at SES that met or exceeded the Math MSP standard decreased by 0.9% (69.2% vs. 68.3%) from 2010 to 2011.
- ❖ Out of the 69.2% that met standards, 35.6% were Level 4 (exceeds standard) which increased from 31.7% in 2010.
- ❖ Out of the 31.7% that did not meet standards, 12.9% were Level 1 (well below standard) which decreased from 19.2% in 2010.
- ❖ In Number Sense and Algebraic Sense 4th grade students at SES performed 13.5% higher than the state (70.7% vs. 57.2%) in 2011.
- In Number Sense and Algebraic Sense 4th grade students at SES performed 4.8% lower than the district (70.7% vs. 75.5%) in 2011.
- ❖ In Measurement, Geometric Sense, and Statistics 4th grade students at SES performed 6.1% higher than the state (57.6% vs. 51.5%) in 2011.
- In Measurement, Geometric Sense, and Statistics 4th grade students at SES performed 11.1% lower than the district (57.6% vs. 68.7%) in 2011.
- ❖ In Problem Solving and Reasoning 4th grade students at SES performed 10.1% higher than the state (67.7% vs. 57.6%) in 2011.
- In Problem Solving and Reasoning 4th grade students at SES performed 5.5% lower than the district (67.7% vs. 73.2%) in 2011.
- ❖ In Procedures and Concepts 4th grade students at SES performed 10.1% higher than the state (69.7% vs. 59.6%) in 2011.
- In Procedures and Concepts 4th grade students at SES performed 6.4% lower than the district (69.7% vs. 76.1%) in 2011.
- ❖ On the 2011 Math MSP, the number of SES 4th grade boys who met or exceeded the standard increased by 6.1% (70.8% vs. 76.9%) from 2010 to 2011.
- On the 2011 Math MSP, the number of SES 4th grade girls who met or exceeded the standard decreased by 8.7% (67.9% vs. 59.2%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, the number of SES 4th grade boys at SES performed 17.7% higher (76.9% vs. 59.2%) than 4th grade girls.
- On the 2011 Math MSP, 4th grade students at SES with free or reduced meals that met or exceeded the math standard decreased by 3.6% (40% vs. 36.4%) from 2010 to 2011.
- On the 2011 Math MSP, 4th grade students at SES with special needs that met or exceeded the math standard decreased by 8.2% (18.2% vs. 10%) from 2010 to 2011.

5th Grade Math

- On the 2011 Math MSP, 60% of 5th grade students at SES met or exceeded the standard.
- 5th grade students at SES that met or exceeded the Math MSP standard decreased by 2.5% (62.5% vs. 60%) from 2010 to 2011.
- Out of the 60% that met standards, 27.5% were Level 4 (exceeds standard) which decreased 8.8% from 2010.



- Out of the 40% that did not meet standards, 16.3% were Level 1 (well below standard) which increased from 11.3% in 2010.
- ❖ In Number Sense and Algebraic Sense 5th grade students at SES performed 1.2% higher than the state (62.5% vs. 61.3%) in 2011.
- In Number Sense and Algebraic Sense 5th grade students at SES performed 5.5% lower than the district (62.5% vs. 68%) in 2011.
- In Measurement, Geometric Sense, and Statistics 5th grade students at SES performed 4.2% lower than the state (55% vs. 59.2%) in 2011.
- In Measurement, Geometric Sense, and Statistics 5th grade students at SES performed 8.4% lower than the district (55% vs. 63.4 %) in 2011.
- In Problem Solving and Reasoning 5th grade students at SES performed 5.8% lower than the state (60% vs. 54.2%) in 2011.
- In Problem Solving and Reasoning 5th grade students at SES performed 5.4% lower than the district (60% vs. 65.4%) in 2011.
- In Procedures and Concepts 5th grade students at SES performed 5.1% lower than the state (52.5% vs. 57.6%) in 2011.
- In Procedures and Concepts 5th grade students at SES performed 8.3% lower than the district (52.5% vs. 60.8%) in 2011.
- ❖ On the 2011 Math MSP, the number of SES 5th grade boys who met or exceeded the standard increased by 13.8% (51.2% vs. 65%) from 2010 to 2011.
- On the 2011 Math MSP, the number of SES 5th grade girls who met or exceeded the standard decreased by 19.4% (74.4% vs. 55%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, the number of SES 5th grade boys at SES performed 10% higher (65% vs. 55%) than 5th grade girls.
- On the 2011 Math MSP, the number of SES 5th grade students at SES with free or reduced meals that met or exceeded the standard decreased by 25% (50% vs. 25%) from 2010 to 2011.
- On the 2011 Math MSP, 10% of 5th grade students at SES with specials needs met or exceeded the standard.

4th Grade Writing

- 59.6% of male 4th grade SES students met standard in 2011 as compared to 66.7% in 2010.
- ❖ 77.6% of female 4th grade SES students met standard in 2011 as compared to 69.6% in 2010.
- 69.6% of female 4th grade SES students met standard in 2010 as compared to 77.6% of female 4th grade SES students meeting standard in 2011.
- In the last 11 years, 4th grade SES female students have exceeded 70% in meeting standard 5 out of 11 years as compared to 4th grade SES male students exceeding by 60% in 1 year out of 11 years (*exceeded in 2010*)
- ❖ In writing 68.3% of SES 4th grade students met standards in 2011, which is 6.9% higher than state average.
- In writing 15% less SES 4th grade students scored at a level 4 in 2011 than in 2010 (18% vs. 33%)
- ❖ In writing 5% less SES 4th grade students scored at a level 1 in 2011 than in 2010 (6% vs. 13%).



- ❖ In writing 69% of SES 4th grade students met standard in 2011 as compared to 68% of SES 4th grade students meeting standard in 2010.
- ❖ In writing 30% of SES 4th grade students did not meet standard in 2011 as compared to 32% of SES 4th grade students not meeting standard in 2010.
- In writing 4th grade SES students scored 10.3% lower than students who met standard in SVSD (68.3% vs. 78.6%).
- ❖ In writing 4th grade SES students scored 6.9% higher than state standard.

Science

- ❖ In science 86.3% of SES 5th grade students met standard in 2011 as compared to 50% in 2010.
- ❖ In science 90% of male 5th grade SES students met standard in 2011 as compared to 39% in 2010.
- ❖ In science 82.5% of female 5th grade SES students met standard in 2011 as compared to 61.5% in 2010.
- In science 82.5% of SES 5th grade students met standards compared to 86.6% in SVSD in 2011.
- ❖ In science 82.5% of SES 5th grade students met standards compared to 56% in WA State in 2011.
- ❖ In science 28% more SES 5th grade students scored at a level 4 in 2011 than in 2010 (49% vs. 21%)
- ❖ In science 14% less SES 5th grade students scored at a level 1 in 2011 than in 2010 (9% vs. 23%).

IV. Goal Statements

Reading

- Our goal is to improve students' performance in Reading. Based on the 2011 4th grade MSP results, 75.2% of the students met or exceeded the MSP standard in reading. The target goal for 2012 will be to increase performance so that 85% of students will meet or exceed the standard.

Writing

- Based on the 2011 4th grade MSP results, 68.3% of the students met or exceeded the MSP standard in writing. The target goal for 2012 will be to increase performance so that 80% of students will meet or exceed the standard.

Math

- To improve math MSP scores an average of 5% annually. Based on the 2011 4th grade MSP 68.3% of 4th graders met standard. The 2012 year goal is for 80% of 4th graders to meet standard.

Science

- Our goal is to improve the 5th grade MSP scores from 86.3% of students meeting or exceeding standard in 2011 to 90% in 2012.



Staff Goal

- To improve staff perception of how we communicate with families of all cultures. Based on the 2011 survey, 71% of teachers reported that we communicate effectively with families of all cultures. The target goal for 2011 will be to increase the teacher perception to 80% who believe this.

Parent Goal

- To improve parent perception that the school communicates with parents about the progress of their child. Based on the 2009 survey, 70% of parents reported that “the school communicates with me about the progress of my child.” The target goal for 2010 will be to increase the parent perception to 80% who believe this. The 3-5 year long-term goal is to raise this perception to 90% based on future surveys.

List Strengths:

Reading

- ❖ In reading, more 3rd, 4th and 5th grade students at SES met or exceeded the MSP standard in 2011 than 3rd, 4th and 5th grade students across WA state.

3rd Grade Reading

- ❖ In reading, 89.0% of 3rd grade students at SES met or exceeded the MSP standard in 2011 compared to 74.6% in 2010.
- ❖ In reading, 89.0% of 3rd grade students at SES met or exceeded the MSP standard compared to 85.7% in the SVSD in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 83.5% of 3rd grade students at SES met or exceeded the MSP standard compared to 67.9% in WA State in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 83.5% of 3rd grade students at SES met or exceeded the MSP standard compared to 79.8% in SVSD in 2011.
- ❖ In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 71.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 65.4% in WA State in 2011.
- ❖ In reading-informational text, which includes non-fiction articles, 84.6% of 3rd grade students at SES met or exceeded the MSP standard compared to 70.2% in WA State in 2011.
- ❖ In reading-informational text, which includes non-fiction articles, 84.6% of 3rd grade students at SES met or exceeded the MSP standard compared to 83.6% in SVSD in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 82.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 72.6% in WA State in 2011.
- ❖ In reading, 64.7% of 3rd grade free/reduced meal eligible students met or exceeded the MSP standard in 2011 compared to 40.9% in 2010.
- ❖ In reading, 89.8% of 3rd grade female students at SES met or exceeded the MSP standard in 2011 compared to 88.1% of male students.



4th Grade Reading

- ❖ In reading, 75.2% of 4th grade students at SES met or exceeded the MSP standard in 2011 compared to 69.2% in 2010.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 65.0% of 4th grade students at SES met or exceeded the MSP standard compared to 62.5% in WA State in 2011.
- ❖ In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 66.0% of 4th grade students at SES met or exceeded the MSP standard compared to 60.2% in WA State in 2011.
- ❖ In reading-informational text, which includes non-fiction articles, 73.0% of 4th grade students at SES met or exceeded the MSP standard compared to 62.7% in WA State in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 74.0% of 4th grade students at SES met or exceeded the MSP standard compared to 69.1% in WA State in 2011.
- ❖ In reading, 54.5% of 4th grade free/reduced meal eligible students met at SES met or exceeded the MSP standard in 2011 compared to 40.0% in 2010.
- ❖ In reading, 81.6% of 4th grade female students at SES met or exceeded the MSP standard in 2011 compared to 69.2% of male students.

5th Grade Reading

- ❖ In reading, 76.3% of 5th grade students at SES met or exceeded the MSP standard in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 81% of 5th grade students at SES met or exceeded the MSP standard compared to 68.5% in WA State in 2011.
- ❖ In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 81% of 5th grade students at SES met or exceeded the MSP standard compared to 82% in SVSD in 2011.
- ❖ In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 62.7% in WA State in 2011.
- ❖ In reading-informational text, which includes non-fiction articles, 72.2% of 5th grade students at SES met or exceeded the MSP standard compared to 61% in WA State in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 60.6% in WA State in 2011.
- ❖ In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 75.2% in SVSD in 2011.
- ❖ In reading, 77.5% of 5th grade female students at SES met or exceeded the MSP standard in 2011 compared to 75% of male students in 2011.

3rd Grade Math

- ❖ On the 2011 Math MSP, 80.4% of 3rd grade students at SES met or exceeded the standard.
- ❖ 3rd grade students at SES that met or exceeded the Math MSP standard increased by 22.5% (57.9% vs. 80.4%) from 2010 to 2011.



- ❖ Out of the 80.4% that met standards, 27.2% were Level 4 (exceeds standard) which increased by 8.8% from 2010.
- ❖ Out of the 19.6% that did not meet standards, 7.6% were Level 1 (well below standard) which decreased by 6.4% from 2010.
- ❖ In Number Sense and Algebraic Sense 3rd grade students at SES performed 18.5% higher than the state (77.2% vs. 58.7%) in 2011.
- ❖ In Number Sense and Algebraic Sense 3rd grade students at SES performed 4.4% higher than the district (77.2% vs. 73.6%) in 2011.
- ❖ In Measurement, Geometric Sense, and Statistics 3rd grade students at SES performed 14.5% higher than the state (79.3% vs. 64.8%) in 2011.
- ❖ In Measurement, Geometric Sense, and Statistics 3rd grade students at SES performed 0.5% higher than the district (79.3% vs. 78.8 %) in 2011.
- ❖ In Problem Solving and Reasoning 3rd grade students at SES performed 18.3% higher than the state (73.9% vs. 55.6%) in 2011.
- ❖ In Problem Solving and Reasoning 3rd grade students at SES performed 2% higher than the district (73.9% vs. 71.9%) in 2011.
- ❖ In Procedures and Concepts 3rd grade students at SES performed 12.1% higher than the state (68.5% vs. 56.4%) in 2011.
- ❖ On the 2011 Math MSP, the number of SES 3rd grade boys who met or exceeded the standard increased by 26.1% (62% vs. 88.1%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, the number of SES 3rd grade girls who met or exceeded the MSP standard increased by 24% (50% vs. 74%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, 3rd grade boys at SES performed 14.1% higher (88.1% vs. 74%) than 3rd grade girls.

4th Grade Math

- ❖ Out of the 69.2% that met standards, 35.6% were Level 4 (exceeds standard) which increased from 31.7% in 2010.
- ❖ Out of the 31.7% that did not meet standards, 12.9% were Level 1 (well below standard) which decreased from 19.2% in 2010.
- ❖ In Number Sense and Algebraic Sense 4th grade students at SES performed 13.5% higher than the state (70.7% vs. 57.2%) in 2011.
- ❖ In Measurement, Geometric Sense, and Statistics 4th grade students at SES performed 6.1% higher than the state (57.6% vs. 51.5%) in 2011.
- ❖ In Problem Solving and Reasoning 4th grade students at SES performed 10.1% higher than the state (67.7% vs. 57.6%) in 2011.
- ❖ In Procedures and Concepts 4th grade students at SES performed 10.1% higher than the state (69.7% vs. 59.6%) in 2011.
- ❖ On the 2011 Math MSP, the number of SES 4th grade boys who met or exceeded the standard increased by 6.1% (70.8% vs. 76.9%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, the number of SES 4th grade boys at SES performed 17.7% higher (76.9% vs. 59.2%) than 4th grade girls.



5th Grade Math

- ❖ In Number Sense and Algebraic Sense 5th grade students at SES performed 1.2% higher than the state (62.5% vs. 61.3%) in 2011.
- ❖ On the 2011 Math MSP, the number of SES 5th grade boys who met or exceeded the standard increased by 13.8% (51.2% vs. 65%) from 2010 to 2011.
- ❖ On the 2011 Math MSP, the number of SES 5th grade boys at SES performed 10% higher (65% vs. 55%) than 5th grade girls.

4th Grade Writing

- ❖ 77.6% of female 4th grade SES students met standard in 2011 as compared to 69.6% in 2010.
- ❖ In writing 68.3% of SES 4th grade students met standards in 2011, which is 6.9% higher than state average.
- ❖ In writing 5% less SES 4th grade students scored at a level 1 in 2011 than in 2010 (6% vs. 13%).
- ❖ In writing 69% of SES 4th grade students met standard in 2011 as compared to 68% of SES 4th grade students meeting standard in 2010.
- ❖ In writing 30% of SES 4th grade students did not meet standard in 2011 as compared to 32% of SES 4th grade students not meeting standard in 2010.
- ❖ In writing 4th grade SES students scored 6.9% higher than state standard.

Science

- ❖ In science 86.3% of SES 5th grade students met standard in 2011 as compared to 50% in 2010.
- ❖ In science 90% of male 5th grade SES students met standard in 2011 as compared to 39% in 2010.
- ❖ In science 82.5% of female 5th grade SES students met standard in 2011 as compared to 61.5% in 2010.
- ❖ In science 82.5% of SES 5th grade students met standards compared to 56% in WA State in 2011.
- ❖ In science 28% more SES 5th grade students scored at a level 4 in 2011 than in 2010 (49% vs. 21%)
- ❖ In science 14% less SES 5th grade students scored at a level 1 in 2011 than in 2010 (9% vs. 23%).

List Areas of Opportunities:

Reading

3rd Grade Reading

- In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 71.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 76.5% in SVSD in 2011.



- In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 82.4% of 3rd grade students at SES met or exceeded the MSP standard compared to 83.0% in SVSD in 2011.

4th Grade Reading

- In reading, 75.2% of 4th grade students at SES met or exceeded the MSP standard compared to 81.3% in the SVSD in 2011.
- In reading-comprehension, which includes main idea, summarizing, inferring/predicting, and vocabulary, 65.0% of 4th grade students at SES met or exceeded the MSP standard compared to 74.5% in SVSD in 2011.
- In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 66.0% of 4th grade students at SES met or exceeded the MSP standard compared to 73.3% in SVSD in 2011.
- In reading-informational text, which includes non-fiction articles, 73.0% of 4th grade students at SES met or exceeded the MSP standard compared to 78.2% in SVSD in 2011.
- In reading-literary text, which includes poems, literary essays, novel excerpts, and biographies, 74.0% of 4th grade students at SES met or exceeded the MSP standard compared to 79.7% in SVSD in 2011.

5th Grade Reading

- In reading, 76.3% of 5th grade students at SES met or exceeded the MSP standard in 2011 compared to 78.8% in 2010.
- In reading, 76.3% of 5th grade students at SES met or exceeded the MSP standard compared to 82.7% in the SVSD in 2011.
- In reading-analysis, which includes literary elements, text features, compare/contrast, and cause/effect, 73.4% of 5th grade students at SES met or exceeded the MSP standard compared to 79.2% in SVSD in 2011.
- In reading-informational text, which includes non-fiction articles, 72.2% of 5th grade students at SES met or exceeded the MSP standard compared to 76.4% in SVSD in 2011.
- In reading, 43.8% of 5th grade free/reduced meal eligible students met at SES met or exceeded the MSP standard in 2011 compared to 85.7% in 2010.

3rd Grade Math

- In Procedures and Concepts 3rd grade students at SES performed 0.1% lower than the district (68.5% vs. 68.6%) in 2011.
- On the 2011 Math MSP, 3rd grade students at SES with free or reduced meals that met or exceeded the math standard increased 13.4% (31% vs. 44.4%) from 2010 to 2011.

4th Grade Math

- On the 2011 Math MSP, 68.3% of 4th grade students at SES met or exceeded the standard.
- 4th grade students at SES that met or exceeded the Math MSP standard decreased by 0.9% (69.2% vs. 68.3%) from 2010 to 2011.
- In Number Sense and Algebraic Sense 4th grade students at SES performed 4.8% lower than the district (70.7% vs. 75.5%) in 2011.



- In Measurement, Geometric Sense, and Statistics 4th grade students at SES performed 11.1% lower than the district (57.6% vs. 68.7 %) in 2011.
- In Problem Solving and Reasoning 4th grade students at SES performed 5.5% lower than the district (67.7% vs. 73.2%) in 2011.
- In Procedures and Concepts 4th grade students at SES performed 6.4% lower than the district (69.7% vs. 76.1%) in 2011.
- On the 2011 Math MSP, the number of SES 4th grade girls who met or exceeded the standard decreased by 8.7% (67.9% vs. 59.2%) from 2010 to 2011.
- On the 2011 Math MSP, 4th grade students at SES with free or reduced meals that met or exceeded the math standard decreased by 3.6% (40% vs. 36.4%) from 2010 to 2011.
- On the 2011 Math MSP, 4th grade students at SES with specials needs that met or exceeded the math standard decreased by 8.2% (18.2% vs. 10%) from 2010 to 2011.

5th Grade Math

- On the 2011 Math MSP, 60% of 5th grade students at SES met or exceeded the standard.
- 5th grade students at SES that met or exceeded the Math MSP standard decreased by 2.5% (62.5% vs. 60%) from 2010 to 2011.
- Out of the 60% that met standards, 27.5% were Level 4 (exceeds standard) which decreased 8.8% from 2010.
- Out of the 40% that did not meet standards, 16.3% were Level 1 (well below standard) which increased from 11.3% in 2010.
- In Number Sense and Algebraic Sense 5th grade students at SES performed 5.5% lower than the district (62.5% vs. 68%) in 2011.
- In Measurement, Geometric Sense, and Statistics 5th grade students at SES performed 4.2% lower than the state (55% vs. 59.2%) in 2011.
- In Measurement, Geometric Sense, and Statistics 5th grade students at SES performed 8.4% lower than the district (55% vs. 63.4 %) in 2011.
- In Problem Solving and Reasoning 5th grade students at SES performed 5.8% lower than the state (60% vs. 54.2%) in 2011.
- In Problem Solving and Reasoning 5th grade students at SES performed 5.4% lower than the district (60% vs. 65.4%) in 2011.
- In Procedures and Concepts 5th grade students at SES performed 5.1% lower than the state (52.5% vs. 57.6%) in 2011.
- In Procedures and Concepts 5th grade students at SES performed 8.3% lower than the district (52.5% vs. 60.8%) in 2011.
- On the 2011 Math MSP, the number of SES 5th grade girls who met or exceeded the standard decreased by 19.4% (74.4% vs. 55%) from 2010 to 2011.
- On the 2011 Math MSP, the number of SES 5th grade students at SES with free or reduced meals that met or exceeded the standard decreased by 25% (50% vs. 25%) from 2010 to 2011.
- On the 2011 Math MSP, 10% of 5th grade students at SES with specials needs met or exceeded the standard.

4th Grade Writing

- 59.6% of male 4th grade SES students met standard in 2011 as compared to 66.7% in 2010.



- 69.6% of female 4th grade SES students met standard in 2010 as compared to 77.6% of female 4th grade SES students meeting standard in 2011.
- In the last 11 years, 4th grade SES female students have exceeded 70% in meeting standard 5 out of 11 years as compared to 4th grade SES male students exceeding by 60% in 1 year out of 11 years (*exceeded in 2010*)
- In writing 15% less SES 4th grade students scored at a level 4 in 2011 than in 2010 (18% vs. 33%)
- In writing 4th grade SES students scored 10.3% lower than students who met standard in SVSD (68.3% vs. 78.6%).

Snoqualmie Elementary School's Prioritized Areas of Opportunities

- Create a long term goal to improve student achievement in the areas of reading, writing, science, and math
- Create a short term goal to improve staff perception regarding communicating effectively with families of all cultures
- Create a short term goal to improve parent perception regarding SES teachers providing feedback regarding the progress of their students



V. Developing SMART Goals Worksheet.

Goal #1:

Area for Improvement	To improve student achievement in Writing
How will you measure improvement towards these goal(s)	Fourth Grade Writing MSP Classroom-based Assessments District Writing Assessments
Current Results	On the 2011 Fourth Grade Writing MSP, 68.3% of students met or exceeded MSP standard in writing
Target	On the 2012 4 th Grade MSP 80% of the students will meet or exceed the MSP standard in writing
Standard 3 – 5 year goal	On the 2013 4 th Grade MSP 85% of the students will meet or exceed the MSP standard in writing On the 2014 4 th Grade MSP 90% of the students will meet or exceed the MSP standard in writing
Completed Goal Statement (Please see Exhibit 2)	Based on the 2011 4 th grade MSP results, 68.3% of the students met or exceeded the MSP standard in writing. The target goal for 2012 will be to increase performance so that 80% of students will meet or exceed the standard.



Goal #2:

Area for Improvement	To improve student achievement in Reading
How will you measure improvement towards these goal(s)	Fourth Grade Reading MSP Classroom-based Assessments
Current Results	On the 2011 Fourth Grade Reading MSP, 75.2% of students met or exceeded MSP standard in Reading
Target	On the 2012 4 th Grade MSP 80% of the students will meet or exceed the MSP standard in Reading
Standard 3 – 5 year goal	On the 2013 4 th Grade MSP 85% of the students will meet or exceed the MSP standard in Reading On the 2014 4 th Grade MSP 90% of the students will meet or exceed the MSP standard in Reading
Completed Goal Statement <i>(Please see Exhibit 2)</i>	Our goal is to improve students' performance in Reading. Based on the 2011 4 th grade MSP results, 75.2% of the students met or exceeded the MSP standard in reading. The target goal for 2012 will be to increase performance so that 80% of students will meet or exceed the standard.



Goal #3:

Area for Improvement	To Improve Student Achievement in Science
How will you measure improvement towards these goal(s)	Fifth Grade Science MSP District Adopted Science Assessments
Current Results	On the 2011 5 th Grade MSP 86.3% of students met or exceed the standard in science
Target	On the 2012 5 th Grade MSP 90% of students will meet or exceed the standard in science
Standard 3 – 5 year goal	To improve student achievement in science by 2%-5% a year over the next 3-5 years, as measured by the 5 th Grade Science MSP
Completed Goal Statement <i>(Please see Exhibit 2)</i>	Our goal is to improve the 5 th grade MSP scores. Improve 5 th grade science MSP score from 86.3% of students meeting or exceeding standard in 2011 to 90% in 2012.



Goal #4:

Area for Improvement	To improve student achievement in Math
How will you measure improvement towards these goal(s)	Fourth Grade MSP Grade-level math assessments
Current Results	On the 2010 4 th Grade MSP scores, 68.3% of 4 th graders met standard.
Target	On the 2012 4 th Grade MSP 80% of students will meet or exceed the standard in math
Standard 3 – 5 year goal	The 3-5 year goal is to raise the score by 5% each year
Completed Goal Statement <i>(Please see Exhibit 2)</i>	Our goal is to improve students' performance in Math. Based on the 2011 4 th grade MSP 68.3% of 4 th graders met standard. The 2012 year goal is for 80% of 4 th graders to meet standard.



Goal #5:

Area for Improvement	To improve teacher's perception of how we communicate with families of all cultures
How will you measure improvement towards these goal(s)	Staff Survey on The Nine Characteristics of Highly Effective Schools
Current Results	On the 2011 Staff Survey 60% of teachers reported that we communicate effectively with families of all cultures.
Target	To increase staff perceptions to 80%.
Standard 3 – 5 year goal	To increase staff perception to 90% based on future surveys.
Completed Goal Statement <i>(Please see Exhibit 2)</i>	To improve staff perception of how we communicate with families of all cultures. Based on the 2011 survey, 60% of teachers reported that we communicate effectively with families of all cultures. The target goal for 2012 will be to increase the teacher perception to 80% who believe this.



Goal #6:

<p>Area for Improvement</p>	<p>To improve parent perception that that the school communicates with parents about the progress of their child.</p>
<p>How will you measure improvement towards these goal(s)</p>	<p>Parent Survey on The Nine Characteristics of Highly Effective Schools</p>
<p>Current Results</p>	<p>On the 2009 Parent Survey 70% of parents reported that “the school communicates with me about the progress of my child.”</p>
<p>Target</p>	<p>The target goal for 2012 will be to increase the parent perception to 80% who believe this.</p>
<p>Standard 3 – 5 year goal</p>	<p>The 3-5 year long-term goal is to raise this perception to 90% based on future surveys.</p>
<p>Completed Goal Statement <i>(Please see Exhibit 2)</i></p>	<p>To improve parent perception that the school communicates with parents about the progress of their child. Based on the 2009 survey, 70% of parents reported that “the school communicates with me about the progress of my child.” The target goal for 2012 will be to increase the parent perception to 80% who believe this. The 3-5 year long-term goal is to raise this perception to 90% based on future surveys.</p>



VI. Action Plans

School Improvement Goal #1:

The target goal for 2012 will be to increase performance so that 80% of students will meet or exceed the standard. Our goal is to improve students' performance in writing.

Rationale:

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Continue to align instruction with the Grade Level Expectations	Work with Grade-Levels	September 2011-June 2012	Team Meeting Time and Building Days Writing Scoring Conferencing	Teachers/Principals	Performance on classroom-based assessments and district writing prompts MSP
Use recent training in Six-trait Writing information to better instruct students in areas of conventions by using models and rubrics	Work with grade-level teams to review training information Grades 2-5 will receive scoring training from the District	November 2011-June 2012	Team Meetings Revisit most recent tools/publications	Teachers/Principals	Performance on classroom-based assessments and district writing prompts MSP
Work to bring students at levels 1 & 2 up to level 3 and level 3 up to level 4	Use elements of STAR Protocols in classrooms Focus on Conventions Scoring Training Examination of MSP results & weaknesses	September 2011-June 2012	Team time/ Staff meetings/Building Day	Teachers/Principal	Performance on classroom-based assessments and district writing prompts MSP
Grade Levels write SMARTE Goals and Action Plans	Model attributes of SMARTE Goals and practice writing	October 2011–November 2012	Building Days/Team time	Teachers/Principal	Students performance on classroom-based assessments and district writing prompts
Use GLAD Strategies	Review info from Prof. Develop	September 2011-June 2012	Team Planning time & Teacher Planning Time	Classroom Teachers	Classroom-based Assessments & MSP
Post & Review Learning Strategies	Review attributes of Learning Targets & Critical Thinking Verbs (Rigor)	September 2011-June 2012	Building Days, Staff Meetings, Teacher Leadership Institute, Team time	Principal & Classroom Teachers	Classroom-based Assessments & MSP
Use of ActivBoards & Flip Charts	Technology Pathways training	August 2011-June 2012	District, Building & Teacher Days	TILTS, Teachers, Principal	Observations & Classroom
Active uses of rubrics	Grade-level cohorts	September 2011-June	Cohort Discussion	Teachers/Principal	Classroom-based



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district/grade-level wide		2012			assessments District writing prompts MSP
Procedures for evaluating success in reaching this goal: Analysis of MSP scores in Writing and of District Writing Prompts					Classroom-based Assessments & district writing prompts
How will you know these interventions are working? We will see increased expertise among staff in teaching writing and improved student performance on classroom and district assessments, as well as the 4 th grade MSP Scores					



School Improvement Goal #2:

The target goal for 2012 will be to increase performance so that 85% of students will meet or exceed the reading standard

Rationale:

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Review Grade Level Expectations & materials being used to address comprehension of Literary informational Text	Literacy Focus Group will guide the rest of the staff in reviewing the document and grade-level teams will work on this	November 2011-June 2012	Team Meetings and Building Days	Literacy Focus Group/Principal	Classroom-based Assessments MSP
Review OSPI released items for ideas on replicating question stems using reading materials	Literacy Team will guide staff	December 2011-June 2012	Focus Group Time, Team Meetings, and Building Days	Literacy Focus Group/Principal	Classroom-based Assessments MSP
Instructing students in thinking skills and in application of thinking skills	Staff review grade-level thinking skills continuum	November	Team and Staff Meetings	Literacy Focus Group/Principal	Classroom-based Assessments MSP
Continue Intervention/Enrichment Blocks based on results from DIBELS/DRA2 testing and teacher input		September 2011	Provide training at Retreat, LID, & Building Days LAP \$ pays for 2 full-time I.A.s who oversee & teach some of these Intervention classes	Literacy Focus Group/Principal	Classroom-based Assessments, DIBELS Assessment, DRA2 Assessment MDP
Grade Levels write SMARTE Goals and Action Plans	Model attributes of SMARTE Goals and practice writing	October –November 2011	Building Days	Literacy Focus Group/Principal	Classroom-based Assessments. DIBELS/DRA2 MSP
Monitoring results regularly	Meet monthly to discuss results from Intervention/Enrichment Blocks	October 2011-May 2012		Teachers	DIBELS MSP
Use Comprehension Toolkits K-5 & ACTIVE Strategies	Review of last year's Training from Reading Teacher	August 2011-June 2012	Building Days/Team time	Teachers	MSP
Reading Buddy Program	District Reading Teacher train parents	September 2011-June 2012	PTSA & District Office Budget from Grant	Title 1 Teacher. PTSA & District Reading Teaching	Observation, Anecdotal Info & DIBELS & MSP



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Use GLAD Strategies	Review info from Prof. Develop	September 2011-June 2012	Team Planning time & Teacher Planning Time	Classroom Teachers	Classroom-based Assessments & MSP
Use of ActivBoards & Flip Charts	Technology Pathways training	August 2011-June 2012	District, Building & Teacher Days	TILTS, Teachers, Principal	Observations & Classroom Assessments
Work with LAP students on improving reading skills using SIPPS & Comprehension Toolkits	SIPPS training Parent Workshop 2 LAP Orientations	September 2011-June 2012	LID & Building Day, 2 Fulltime I.A.s who oversee and teach intervention classes	Literacy Focus Group/Principal	Classroom-based Assessments DIEBELS, DRA2, MSP
Post & Review Learning Strategies	Review attributes of Learning Targets & Critical Thinking Verbs	September 2011-June 2012	Building Days, Staff Meetings, Teacher Leadership Institute, Team time	Principal & Classroom Teachers	Classroom-based Assessments & MSP
Post & Review Learning Strategies	Review attributes of Learning Targets & Critical Thinking Verbs	September 2011-June 2012	Building Days, Staff Meetings, Teacher Leadership Institute, Team time	Principal & Classroom Teachers	Classroom-based Assessments & MSP
How will you know these interventions are working? We will see improved student performance on classroom and district assessments, as well as the 3rd, 4th and 5th grade MSP Scores					



School Improvement Goal #3:

Improve 5th grade science MSP scores from 86.3% of students meeting or exceeding standard in 2011 to 90% in 2012.

Rationale:

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Share with staff: Implementing Powerful Science Assessments – from OSPI- share MSP questions & scoring rubrics, including common language & consistent practice	5th Grade teachers will share their learnings with staff	December 2011-June 2012	Science Focus Group, Team Meetings, and Building Days	5th Grade teachers/Science Team/Principal	Classroom-based assessments, assessments from Science Kits & PCAs MSP
Implement Science curriculum according to district kits plans – fidelity to kits and notebooks	District Professional Development	September 2011-June 2012	District Science Team, Science Focus Group, District Days, Team Meetings, and Building Days	District Science Team,/Science Focus Group/Principal	Assessments from Science Kits MSP
Grade Levels write SMARTE Goals and Action Plans		October 2011–November 2012	LID & Building Days	Principal/Science Focus Group	Classroom-based Assessments. MSP
Use GLAD Strategies	Review info from Prof. Develop	September 2011-June 2012	Team Planning time & Teacher Planning Time	Classroom Teachers	Classroom-based Assessments & MSP
Post & Review Learning Strategies	Review attributes of Learning Targets & Critical Thinking Verbs	September 2011-June 2012	Building Days, Staff Meetings, Teacher Leadership Institute, Team time	Principal & Classroom Teachers	Classroom-based Assessments & MSP
Use of ActivBoards & Flip Charts	Technology Pathways training	August 2011-June 2012	District, Building & Teacher Days	TILTS, Teachers, Principal	Observations & Classroom Assessments
Review Science Audit	Building Day	December 2011-June 2012	Building Days	Science Teams – 4th & 5th Grades	MSP Scores
4th & 5th Grade Collaboration	5th grade teachers will share their learnings	December 2011-June 2012	4th & 5th grade meeting time, 4th & 5th Grade teams	5th Grade Science Teams	
Procedures for evaluating success in reaching this goal: Monitoring the implementation of the adopted Science Curriculum. An increase of the percent of students meeting the 5 th grade Science MSP standards over the next 3-5 years.					



School Improvement Goal #4:

Based on the 2011 4th grade Math MSP, 68.3% of 4th graders met standard. The 1-2 year goal is for 80% of 4th graders to meet standard.

Strategy:

Rationale:

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Use of common language & tools (e.g. Problem-solving template)	Work with grade level teams Cross-grade level meetings, Look at research	September 2011-June 2012	Math Cohort Meetings, Focus Group Meetings, team meetings, District Days, Building Days	District Math Team/Math Focus Group/Principal	Assessments included in materials MSP
Integrate Technology	In-house experts	September 2010-June 2011	ActivBoard Websites, ActivExpressions Math websites	Teachers/Principal	Classroom-based assessments MSP
Use strategies from Kim Sutton to promote acquisition of numbers sense	Review from Key Staff who attended Kim Sutton Conference	September 2011-June 2012	Staff Meeting/ Team Time	Teachers/Principal	Classroom-based assessments MSP
Work with students who did not meet standard on 3 rd grade & 4 th Grade Math MSP	Examine Resources: <u>How the Brain Learns Mathematics & RTI In Math</u> More sharing Research intervention programs Staff members who have experience and/or research to share	August 2011-June 2012	Focus Group Meetings, Staff meetings, building days, Teacher, Parent Volunteers, I.A. s, Materials purchased with prior LAP \$: FASST Math Marilyn Burns	Math Focus Group/Principal Parent Volunteers, Classroom Teachers, I.A.s	Classroom-based assessments MSP
Promote Love of Math among students (reduce Math Anxiety) by using research-based methods & positive language & holding math parent night	LIT share research & ideas with staff Share information with parents at Math information night & math parent nights	August 2011-2012	How the Brain Learns Mathematics & Wiring the Brain for Mathematics conference info Time for Math Parent Night PTSA Math Family Fun Night	Math Focus Group. LIT, PTSA, Teachers, I.A.s, Principal	Classroom-based Assessments MSP Student Surveys
Research Diagnostic testing (similar to	Math Focus Group share information with staff	October 2011-June 2012	Math Websites	Math Focus Group	Periodic Results from Diagnostic Test



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reading)					Classroom-based Assessment MSP
Identify Power Standards & Common Assessments at grade levels	Leadership Team will lead grade-levels Teacher Leadership Institute	September 2011-June 2012	Math Focus Group, District Days, Building Days, Team Time	Leadership Team, Math Focus Group/Grade-level teams/Principal	Grade-level assessments
Grade Levels write SMARTER Goals and Action Plans	Model attributes of SMARTER Goals and practice writing	October 2010 – November 2011	LID & Building Days	Principal	Classroom-based Assessments. MSP
Use GLAD Strategies & Manipulatives to promote understanding & make connections to real life	Review info from Prof. Develop	October 2011-June 2012	Team Planning time & Teacher Planning Time	Math Focus Group, Classroom Teachers	Classroom-based Assessments & MSP
Use of ActivBoards & Flip Charts	Technology Pathways training	August 2010-June 2011	District, Building & Teacher Days	TILTS, Teachers, Principal	Observations & Classroom Assessments
Post & Review Learning Strategies	Review attributes of Learning Targets & Critical Thinking Verbs	September 2010-June 2011	Building Days, Staff Meetings, Teacher Leadership Institute, Team time	Principal & Classroom Teachers	Classroom-based Assessments & MSP
<p>Procedures for evaluating success in reaching this goal: Student performance on Math WASL grades 3-5 and Staff survey on the Nine Characteristics of Highly Effective Schools</p>					
<p>How will you know these interventions are working? Student performance will increase in math scores</p>					



School Improvement Goal #5:

To improve staff perception of how we communicate with families of all cultures. Based on the 2011 survey, 60% of teachers reported that we communicate effectively with families of all cultures. The target goal for 2012 will be to increase the teacher perception to 80% who believe this

Rationale:

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Communicate with families in target language when possible (Spanish, Mandarin, Portuguese)	Work with ELL teachers & district resources	September 2011-June 2012	ELL Teacher, forms that are already created to send home, purchase software,	LIT/Principal	Survey – 9 characteristics of highly effective schools
Offer interpreting services when possible	ELL teacher and other district personnel	September 2011-June 2012	ELL Teacher, district personnel	Principal	Survey – 9 characteristics of highly effective schools
Spanish signs in school	ELL teacher	November 2011-June 2012	LIT Budget, ELL Teacher	LIT/Principal	Survey – 9 characteristics of highly effective schools
Cultural Night for Families	Planning Time	January 2012	Work with PTSA, LIT & Staff ASB \$	LIT/Principal	Monitor attendance at event Survey – 9 characteristics of highly effective schools
Use GLAD Strategies	Professional Development using GLAD Strategies & Review of learned Strategies	September 2011-June 2012	Team time, Teacher Planning Days	Classroom Teachers, ELL teachers	Classroom-based Assessments
Use of SharePoint, Websites & Blogs	Technology Pathways training	August 2011-June 2012	District, Building & Teacher Days	LIT, TILTS, Teachers, Principal	Survey – 9 characteristics of highly effective schools

Procedures for evaluating success in reaching this goal: Staff Survey on the Nine Characteristics of Highly Effective Schools

How will you know these interventions are working? 80% or more of teachers will report that we communicate effectively with families of all cultures



School Improvement Goal #6

To improve parent perception that the school communicates with parents about the progress of their child. Based on the 2009 survey, 70% of parents reported that “the school communicates with me about the progress of my child.” The target goal for 2012 will be to increase the parent perception to 80% who believe this. The 3-5 year long-term goal is to raise this perception to 90% based on future surveys.

Strategy:
Rationale:

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Teachers attend Technology Training	Technology Pathways & TILTs	August 2011-2012	Technology Levy, Training offered by District & Building Days	Teachers/Principals	Survey – 9 characteristics of highly effective schools
Teachers/Principal implement ideas		August 2011-June 2012	Staff & Team Meetings and/or Building Days, Planning Time	Teachers/Principal	Survey – 9 characteristics of highly effective schools
Use of SharePoint, Websites & Blogs	Technology Pathways training	August 2011-June 2012	District, Building & Teacher Days	LIT, TILTS, Teachers, Principal	Survey – 9 characteristics of highly effective schools
Teachers communicate with parents individually, through e-news, at conferences		September 2011-2012		Teachers/Principal	Survey – 9 characteristics of highly effective schools
Procedures for evaluating success in reaching this goal: Parent Survey on the Nine Characteristics of Highly Effective Schools					
How will you know these interventions are working? 75% or more of parents will report that we have activities to celebrate different cultures.					



VII. School Improvement Budget

(Tied to your School Improvement Plan)

2010 - 11 School Improvement Allocation: _____

School Improvement Goal(s)	Professional Development Release Time, etc	Conferences Workshops	Consultants	Travel Expenses	Materials
Goal #1: To Improve Student Achievement in Writing	Staff meetings, Grade-level team meetings, building days, work with District Literacy Team, Staff Retreat, time outside of school, Peer Coaching training and study Group CASL training	Working with District Writing Team for Researched Best Practiced PLC Conference			Writing GLEs, Anchor Papers with rubrics, Six-trait writing resources, District Prompts
Goal #2: To Improve Student Achievement in Reading	Staff meetings, Grade-level team meetings, work with District Literacy Team, , Peer Coaching Study Group, CASL	PLC Conference	Teacher Leadership Institute		WASL Released Items for Reading, Thinking Skills strategies and graphic organizers
Goal #3: To Improve Student Achievement in Science	Science Committee District Level Meetings, staff meetings, grade level team meetings, building directed days	PLC Conference	Teacher Leadership Institute		New Science Materials



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Goal #4: To Improve Student Achievement in Math	Staff meetings, Grade-level team meetings, Identify Power Standards & Assessments, Peer Coaching Study Group, CASL	PLC Conference	Teacher Leadership Institute		WASL Released Items for Reading, Thinking Skills strategies and graphic organizers
School Improvement Goal(s)	Professional Development Release Time, etc	Conferences Workshops	Consultants	Travel Expenses	Materials
Goal #5 To Improve Staff Perception of how we communicate with families of all cultures	Focus Group Meetings, Staff Meetings, Team Meetings, Building Days	PLC Conference	Teacher Leadership Institute		ELL Teacher, forms that are already created to send home, purchase software, \$250.00
Goal #6 To improve parent perception that the school communicates with parents about the progress of their child.	Focus Group Meetings, Staff Meetings, Team Meetings, Building Days	PLC Conference	Teacher Leadership Institute		
Total Cost:					

