

Meadow Brook Intermediate  
1775 S. College Avenue  
College Place, WA 99324

## Schoolwide Improvement Plan - Title 1



### School's Mission Statement

Meadow Brook Intermediate School - educating students to become life-long learners  
and responsible citizens.

Provided By OSPI and  
Adapted from ESD 113

May 17, 2009

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**Section 1114: Schoolwide Program Plan shall include the following components:**

1. A comprehensive needs assessment for the entire school as defined by section 1309 (2) that is based on information which includes the achievement of children in relation to the State academic content and achievement standards described in section 1111(b).
2. Schoolwide reform strategies provide opportunities for all children to meet the state's proficient and advanced levels of student achievement described in section 1111 (b)(11)(D):
  - a. Strengthen the core academic program in the school;
  - b. Increase the amount of quality learning time;
  - c. Include strategies for meeting the educational needs of the historically underserved populations; Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide:
  - d. Counseling, pupil services, and mentoring services;
  - e. College and career awareness and preparation;
  - f. Integration of vocational and technical education program;
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services, parents, and other staff to enable children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality, highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 118, such as family literacy services.
7. Plans for assisting preschool children in transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely, additional assistance.
10. Coordination and integration of federal, state and local services and programs.
- 11.

Title I Schoolwide Plan Components	Where Identified in Title I Schoolwide Plan	Task Completed	
		Yes	No
<b>Component # 1:</b> Comprehensive Needs Assessment	Page 25	X	
<b>Component # 2:</b> Schoolwide Reform Strategies	Page 40	X	
<b>Component # 3:</b> Instruction by high-qualified staff	Page 38-39	X	
<b>Schoolwide # 4:</b> Professional development activities	Page 47, 54	X	
<b>Schoolwide # 5:</b> Attract high-quality highly qualified teachers	Page 38-39	X	
<b>Schoolwide # 6:</b> Strategies to increase parent involvement	Page 41	X	
<b>Schoolwide # 7:</b> Transition	Page 42, 56	X	
<b>Schoolwide # 8:</b> Include teachers in assessment decisions	Page 42	X	
<b>Schoolwide # 9:</b> Strategies for additional assistance to students experiencing difficulties	Page 38	X	
<b>Schoolwide # 10:</b> Coordinate and integrate Federal, State and local services	Page 55	X	



## INTRODUCTION

### **Guiding Principles of School-Wide 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 written plan 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.

# DESCRIPTION OF SCHOOL COMMUNITY AND TEAM MEMBERS

## Overview of Meadow Brook Intermediate

Briefly describe your school and community to provide a context for your school improvement plan.

Meadow Brook Intermediate is located on 33.6 acres at 1775 South College Avenue. Meadow Brook Intermediate contains grades four, five and six. This facility has a current enrollment of 263 students. The building was designed to have centrally located offices computer lab, library, and gym. Students access technology in classrooms and the computer lab. Building capacity is 40,000 square feet. The building was constructed during the 1994-95 school year and opened its doors in August 1995.

Meadow Brook's close proximity to Sager Middle School allows staff to be shared between the two buildings. Principal, Dean of students, counselor school office staff as well as: Library, Special Education, Highly Capable, and Band staff personnel share their time with the Meadow Brook and Sager campuses. Highly Capable students attend their classes at Sager.

The College Place School District serves a mobile and ethnically diverse population of students. Meadow Brook Intermediate is no exception. 25 to 30 percent of our students leave us during the year; some do return. Our diverse population includes 37.6 percent in the Hispanic minority group. Students enrolled in the free or reduced food program constitute 53.5% of our population.

College Place is a small, rural community with a religious influence. The community is home to a Seventh-Day Adventist elementary school, middle school-high school academy, and Walla Walla University. All are private educational institutions sharing community resources with College Place School District.

The College Place PTA Board Members meet at Meadow Brook Intermediate once a month. These board members are informed on the progress of Meadow Brook's school improvement. The PTA activities through the year support students and families. An annual cookie dough sale provides resources for school projects that benefit students.

Parents have been involved in evenings offering information, such as, but not limited to: D.A.R.E. Graduation Night, Conferences, Community ESL classes, and music programs.

## **Leadership/Planning Team Members**

(Title I SWP Note: Ask each leadership team member to sign this page and insert the following statement on this page: *These signatures certify that this plan is in accordance with all applicable Title I rules and regulations.*)

- Tim Payne, Superintendent

\_\_\_\_\_ Date: \_\_\_\_\_

- William Varady, Principal

\_\_\_\_\_ Date: \_\_\_\_\_

- Aubrey Shaver, 4<sup>th</sup> Grade Teacher

\_\_\_\_\_ Date: \_\_\_\_\_

- Corey Davis, 5<sup>th</sup> Grade Teacher

\_\_\_\_\_ Date: \_\_\_\_\_

- Sasha Ferraro, 6<sup>th</sup> Grade Teacher

\_\_\_\_\_ Date: \_\_\_\_\_

- Curtis Sloan, Physical Education

\_\_\_\_\_ Date: \_\_\_\_\_

- Erika Atwood, Title 1

\_\_\_\_\_ Date: \_\_\_\_\_

- Marcia Daschofsky, Title 1 Assistant

\_\_\_\_\_ Date: \_\_\_\_\_

- Scooter Johnston, Parent Volunteer

\_\_\_\_\_ Date: \_\_\_\_\_

## **Participating Stakeholders**

List everyone who participated in the development of the plan

Certified staff---Aubrey Shaver, Corey Davis, Sasha Ferraro, Curtis Sloan

Administrator---Bill Varady ---Principal

District office staff --- Tim Payne---Superintendent

Title I staff--- Erika Atwood ---Title I Teacher

Classified staff--- Marcia Daschofsky

Parent--- Scooter Johnston---Parent Volunteer

# **Title I School-Wide Program Contacts**

**(Required of Title 1 SWP)**

Name: Carol Garbe  
Title: Special Programs Director  
Phone: 509-525-4827  
E-Mail: [cgarbe@cpps.org](mailto:cgarbe@cpps.org)

Name: William Varady  
Title: Principal  
Phone: 509-522-3265  
E-Mail: [bvarady@cpps.org](mailto:bvarady@cpps.org)

Name: Erika Atwood  
Title: Title 1 Reading Specialist  
Phone: 509-525-3265  
E-Mail: [eatwood@cpps.org](mailto:eatwood@cpps.org)

# **Title I School-Wide Program Contacts**

Name: John Davin  
Title: School Board Chairman

Name: Julie Hill  
Title: School Board Vice-Chairman

Name: William Armstrong  
Title: School Board Member

Name: Kim Doepker  
Title: School Board Member

Name: Marci Knauft  
Title: School Board Member

Name: Tim Payne  
Title: Superintendent

**Date of District Review:** \_\_\_\_\_

## Purpose of Plan

### **Plan Purpose:**

The purpose of Meadow Brook Intermediate is to help children acquire the knowledge and skills they need for lifelong learning and to prepare them to become responsible citizens.

The planning process and SWP has helped to facilitate systemic change in the entire educational program of this high-poverty school. With the involvement of staff an ownership has been created to implement activities fostering an increase in academic achievement of educationally disadvantaged students. A sensitivity of student needs has been raised throughout the school improvement process. We seek to provide better services for all students.

Resources provided with school-wide planning will allow all students access to high quality teaching, successful opportunities for learning, and an increase in effective partnering with parents.

This plan will focus on developing a comprehensive professional development plan. Professional development will include training, collaboration time, and creation of professional learning teams. Through thoughtful discussions of data driven decision making, programs will be designed specifically for student needs.

Staff leaders seek to implement a mentor/modeling support system for the classroom teacher in the areas of reading and math. These collaborative times will lead to dialog about best practice and the implementation of new strategies.

**(Title I SWP Note:** insert the following statement somewhere in your description: Our school improvement plan describes our Title I schoolwide program (SWP). *The planning process and SWP is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.*)

# **Shared Vision** **and** **Guiding Principles of Meadow Brook Intermediate**

District Vision: Focusing on kids and their learning.

Meadow Brook Vision: All for one, One for all.

Meadow Brook Mission: Meadow Brook Intermediate School - educating students to become life-long learners and responsible citizens.

## Beliefs:

- We believe we can provide a safe, stimulating learning environment.
- We believe we can help children acquire the knowledge and skills they need for lifelong learning and to prepare them to become responsible citizens.
- We believe the home, school, and community are essential partners in creating a progressive, child-centered, culturally sensitive environment.
- We believe we can provide opportunities for all students to develop their potential and be confident in their abilities to learn, create, think, work with others, show responsibility, and be at ease in a changing global society.

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

Meadow Brook Intermediate’s portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in the nine characteristics of highly effective schools. Data will be added periodically to reflect progress toward our goals.

## **The Nine Characteristics of Highly Effective Schools include:**

- 1. Vision**
- 2. Standards/Expectations**
- 3. Leadership**
- 4. Collaboration/Communication**
- 5. Alignment to Standards**
- 6. Monitoring of Teaching and Learning**
- 7. Professional Development**
- 8. Learning Environment**
- 9. Family and Community Involvement**

## **Assessing Strengths and Areas of Concern**

All stakeholders (all certificated, classified staff, parent representatives, and students) participated in a survey based on the nine characteristics of highly effective schools. The survey used a five point scale, with one meaning the participant “doesn’t agree at all” with the statement and five meaning that the participant “agreed completely. The results were tallied and ranked for the top five areas of concern for staff, parents, and students. The results were discussed with staff members and viable solutions for the areas of weakness were discussed and planned for.



e) The staff keeps the school's goals in mind when making important decisions.	0	1	2	3	4	5
f) The school's primary emphasis is improving student learning.	0	1	2	3	4	5
<b>2. Standards/Expectations</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) All students are expected to achieve high standards.	0	1	2	3	4	5
b) Teachers do whatever it takes to help all students meet high academic standards.	0	1	2	3	4	5
c) I believe all students can learn complex concepts.	0	1	2	3	4	5
d) All students are consistently challenged by a rigorous curriculum.	0	1	2	3	4	5
e) Teachers use effective strategies to help low-performing students meet high academic standards.	0	1	2	3	4	5
<b>3. Leadership</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) Many staff provide leadership in some way.	0	1	2	3	4	5
b) Leaders advocate for effective instruction for all students.	0	1	2	3	4	5
c) People in leadership roles act with integrity.	0	1	2	3	4	5
d) School administrators consider various viewpoints when making decisions.	0	1	2	3	4	5
e) Leaders hold staff accountable for improving student learning.	0	1	2	3	4	5
f) I feel like the school leadership cares about me.	0	1	2	3	4	5
<b>4. Collaboration/Communications</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) The school uses a system to obtain a variety of perspectives when making decisions.	0	1	2	3	4	5
b) Teachers discuss teaching issues on a regular basis.	0	1	2	3	4	5
c) Staff members work together to solve problems related to school issues.	0	1	2	3	4	5
d) The staff works in teams across grade levels to help increase student learning.	0	1	2	3	4	5
	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
e) Staff routinely work together to plan what will be taught.	0	1	2	3	4	5
f) Teachers have frequent communication with the families of their students.	0	1	2	3	4	5

g) Staff members trust one another.	0	1	2	3	4	5
<b>5. Alignment to Standards</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) The school's curriculum is aligned with state standards (EALRs).	0	1	2	3	4	5
b) Instructional staff have a good understanding of the state standards in the areas they teach.	0	1	2	3	4	5
c) Instructional materials that are aligned with the EALRs are available to staff.	0	1	2	3	4	5
d) Instruction builds on what students already know.	0	1	2	3	4	5
e) Schoolwork is meaningful to students.	0	1	2	3	4	5
f) Teachers use a variety of approaches and activities to help students learn.	0	1	2	3	4	5
g) Classroom activities are intellectually stimulating.	0	1	2	3	4	5
h) I know the research basis for the instructional strategies being used.	0	1	2	3	4	5
i) The staff uses WASL results to help plan instructional activities.	0	1	2	3	4	5
<b>6. Monitoring of Teaching and Learning</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) Students receive regular feedback about what they need to do to improve.	0	1	2	3	4	5
b) Students receive extra help when they need it.	0	1	2	3	4	5
c) Teachers modify their instructional practices based on classroom assessment information.	0	1	2	3	4	5
d) Teachers receive regular feedback on how they are doing.	0	1	2	3	4	5
e) Teaching and learning are the focus of staff observations and evaluations.	0	1	2	3	4	5
f) Teachers provide feedback to each other to help improve instructional practices.	0	1	2	3	4	5
g) High quality work is expected of all the adults who work at the school.	0	1	2	3	4	5
<b>7. Professional Development</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) Assessment results are used to determine professional learning activities.	0	1	2	3	4	5
b) Staff members get help in areas they need to improve.	0	1	2	3	4	5
c) Professional development activities are consistent with school goals.	0	1	2	3	4	5
d) I have enough opportunities to grow	0	1	2	3	4	5

professionally.						
e) Different staff members periodically lead professional development activities for other staff.	0	1	2	3	4	5
f) Instructional staff view themselves as learners as well as teachers.	0	1	2	3	4	5
<b>8. Learning Environment</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) Students feel safe on school property during school hours.	0	1	2	3	4	5
b) The school environment is conducive to learning.	0	1	2	3	4	5
c) Teachers show they care about <u>all</u> of their students.	0	1	2	3	4	5
d) The staff respects the cultural heritage of students.	0	1	2	3	4	5
e) Students respect those who are different from them.	0	1	2	3	4	5
f) Instruction is adjusted to meet individual student needs.	0	1	2	3	4	5
g) Student discipline problems are managed well.	0	1	2	3	4	5
h) The staff feels free to express their ideas and opinions with one another.	0	1	2	3	4	5
<b>9. Family &amp; Community Involvement</b>	<b>No basis to judge</b>	<b>Don't agree at all</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree mostly</b>	<b>Agree completely</b>
a) The staff believes students learn more through effective family support.	0	1	2	3	4	5
b) The school works with many community organizations to support its students.	0	1	2	3	4	5
c) The school makes a special effort to contact the families of students who are struggling academically.	0	1	2	3	4	5
d) Teachers have frequent contact with their student's parents.	0	1	2	3	4	5
e) The school provides ample information to families about how to help students succeed in school.	0	1	2	3	4	5
f) Many parents are involved as volunteers at the school.	0	1	2	3	4	5

## SCHOOL IMPROVEMENT SURVEY — FAMILY PERSPECTIVES

Certain characteristics of a school can affect student learning. This survey asks for your views about our school so we can improve and provide the best possible education for your child.

It will take you 5–10 minutes to respond to the 30 statements about the school. The survey uses a 5-point scale, with **1** meaning you “don’t agree at all” with the statement, and **5** meaning you “agree completely.” (Mark the **X** when you don’t know or the statement does not apply.) Mark one number for each statement.

Please respond honestly to each statement. *All responses will be anonymous and remain confidential.* Participation is voluntary, and not responding to the survey will not affect your child in any way. If you do not want to take the survey, please check the box below and return the blank survey to the school.

I choose not to respond to this survey:

**Please provide some background information about yourself (Circle the correct response).**

A. **Gender:** Male Female

B. **Your race/ethnicity:** American Indian / Native Amer. African American / Black  
 Asian / Pacific Islander Hispanic / Latino  
 White / Caucasian Multi-racial  
 Other

C. **Number of children in this school:** 0 1 2 3 4 or more

D. **Relationship to children in the school:** Parent Relative Guardian Other

E. **Main language spoken at home:** English Spanish Russian Another language

F. **Frequency of visits to the school:** Never Rarely Sometimes Often Very Often

**Provide any comments below or attach them to this survey. Thank you for sharing your views with us!**

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- 5 Agree Completely
- 4 Agree Mostly
- 3 Agree Moderately
- 2 Agree Slightly
- 1 Don't Agree at All
- X Don't Know/Does Not Apply

	Don't Know/ Does Not Apply	Don't agree at all	Agree slightly	Agree moderately	Agree mostly	Agree completely
1. The school has a clearly defined purpose and mission.	X	1	2	3	4	5
2. I have a clear understanding of what the school is trying to accomplish.	X	1	2	3	4	5
3. I support the goals of the school.	X	1	2	3	4	5

- 5 *Agree Completely*
- 4 *Agree Mostly*
- 3 *Agree Moderately*
- 2 *Agree Slightly*
- 1 *Don't Agree at All*
- X *Don't Know/Does Not Apply*

	Don't Know/ Does Not Apply	Don't agree at all	Agree slightly	Agree moderately	Agree mostly	Agree completely
4. The school's primary emphasis is improving student learning.	X	1	2	3	4	5
5. The school communicates its goals effectively to families and the community.	X	1	2	3	4	5
6. All students in the school are expected to meet high standards.	X	1	2	3	4	5
7. My child understands what needs to be learned.	X	1	2	3	4	5
8. School work is meaningful and made relevant.	X	1	2	3	4	5
9. Teachers do whatever it takes to help my child meet high academic standards.	X	1	2	3	4	5
10. Teachers make adjustments to meet individual student's needs.	X	1	2	3	4	5
11. Classes challenge students to think and solve problems.	X	1	2	3	4	5
12. Students receive detailed information about the quality of the work they do.	X	1	2	3	4	5
13. Teachers give students extra help if it is needed.	X	1	2	3	4	5
14. Grades are given in a fair manner.	X	1	2	3	4	5
15. Students respect those who are different from them.	X	1	2	3	4	5
16. The adults in the school show respect for all students.	X	1	2	3	4	5
17. Discipline problems are handled fairly.	X	1	2	3	4	5
18. School leaders act fairly and with integrity.	X	1	2	3	4	5
19. My child feels safe at school.	X	1	2	3	4	5
20. The school environment helps the learning process.	X	1	2	3	4	5
21. School staff listen carefully when I express my opinions and concerns.	X	1	2	3	4	5
22. Teachers are constantly trying to become better teachers.	X	1	2	3	4	5
23. The teachers and other adults in my school show respect for each other.	X	1	2	3	4	5
24. School leaders show they care about all students.	X	1	2	3	4	5
25. The adults in the school work well together.	X	1	2	3	4	5
26. The school contacts the families of students who are struggling academically.	X	1	2	3	4	5
27. There is frequent, two-way communication between school staff and families.	X	1	2	3	4	5
28. I feel welcome when I visit the school.	X	1	2	3	4	5
29. The school works with many community organizations to support its students.	X	1	2	3	4	5
30. Many parents and adults from the community come and help at the school.	X	1	2	3	4	5



**Use the following scale to guide your responses**

	5 <i>Strongly agree</i>	4 <i>Agree</i>	3 <i>Neutral (neither agree nor disagree)</i>	2 <i>Disagree</i>	1 <i>Strongly disagree</i>	X <i>Don't know / No opinion</i>
1. My teacher makes it clear what I am supposed to learn.	X	1	2	3	4	5
2. My teacher expects all students to work hard.	X	1	2	3	4	5
3. My teacher believes that I <u>can</u> learn.	X	1	2	3	4	5
4. My teacher thinks I <u>will</u> be successful.	X	1	2	3	4	5
5. I know that I can do good work.	X	1	2	3	4	5
6. My teacher uses different ways to help me learn.	X	1	2	3	4	5
7. My teacher listens to my ideas and opinions.	X	1	2	3	4	5
8. The school work I am asked to do is challenging.	X	1	2	3	4	5
9. My teacher helps me when I don't understand something.	X	1	2	3	4	5
10. I get extra help when I need it.	X	1	2	3	4	5
11. I know how to get help from an adult at school if I need it.	X	1	2	3	4	5
12. My teacher encourages me to do my best.	X	1	2	3	4	5
13. My teacher cares about me.	X	1	2	3	4	5
14. Teachers in my school show respect for students.	X	1	2	3	4	5
15. Most students respect those who are different from them.	X	1	2	3	4	5
16. I feel safe when I am at school.	X	1	2	3	4	5
17. I feel safe when I am outside during recess.	X	1	2	3	4	5
18. It is easy to learn at this school.	X	1	2	3	4	5
19. I have fun learning at school.	X	1	2	3	4	5
20. Sometimes students work together in class.	X	1	2	3	4	5
21. The school has fair rules.	X	1	2	3	4	5
22. Students are treated fairly if they get in trouble.	X	1	2	3	4	5
23. The school is clean.	X	1	2	3	4	5
24. I like the food the schools serves.	X	1	2	3	4	5
25. My teacher talks to my family if I have problems learning.	X	1	2	3	4	5
26. If I am doing a good job in school, my teacher tells my family.	X	1	2	3	4	5
27. Parents and adults often come and help at school.	X	1	2	3	4	5



## Title II Part A Needs Assessment

### Meadow Brook Intermediate, Spring 2009

#### Staff Summary Data

**Percent of Responses (%) by Category**

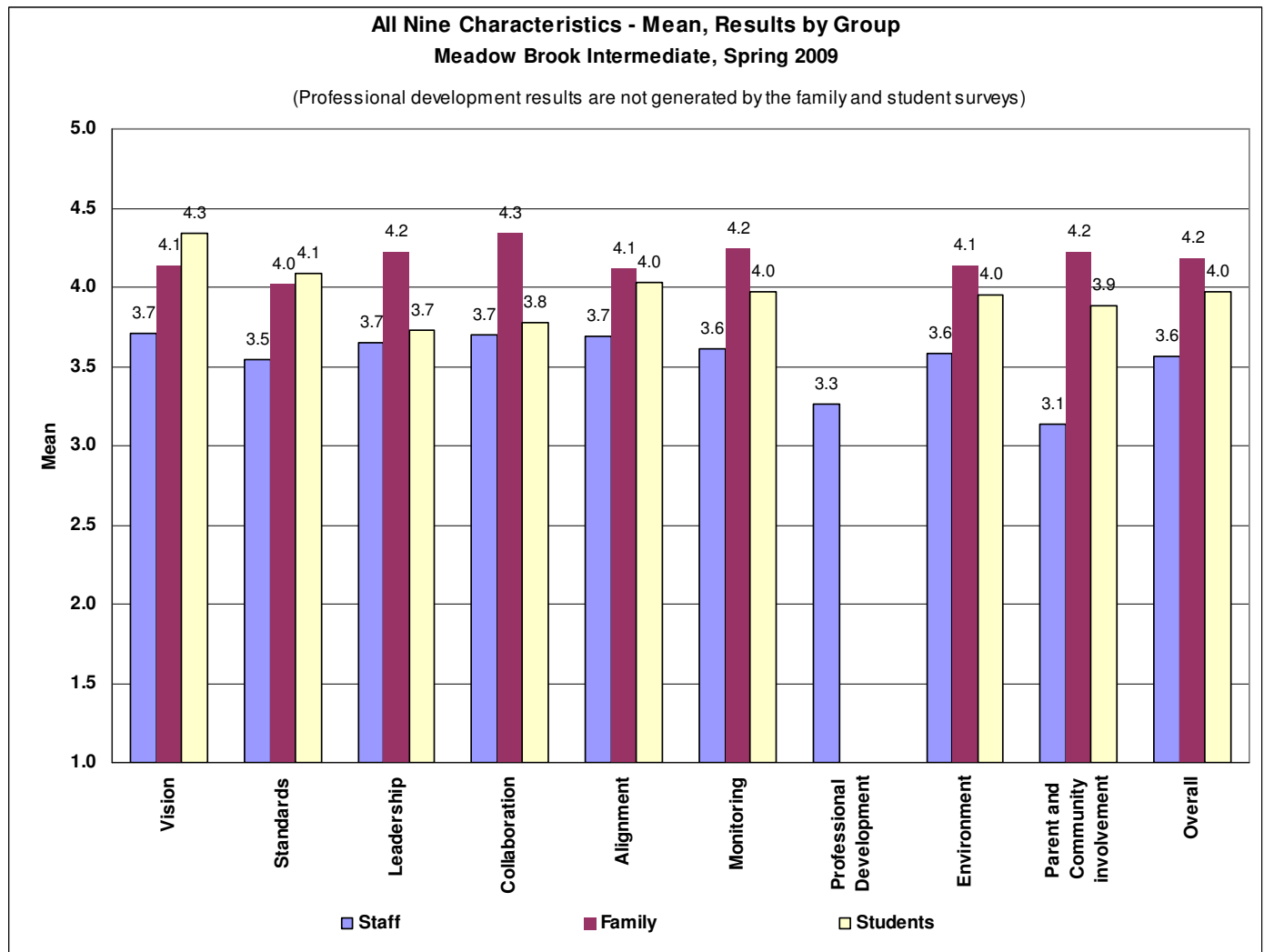
	Mean	Don't agree at all	Agree slightly	Agree somewhat	Agree mostly	Agree completely	Missing/NA
1. Vision	3.71	0.9%	8.3%	28.7%	41.7%	19.4%	0.9%
2. Standards	3.54	7.8%	9.4%	29.4%	42.2%	11.1%	0.0%
3. Leadership	3.67	2.8%	13.9%	15.7%	42.6%	20.4%	4.6%
4. Collaboration	3.61	4.4%	8.8%	17.6%	32.0%	26.8%	10.4%
5. Alignment	3.69	1.9%	4.9%	25.3%	40.1%	14.2%	13.6%
6. Monitoring	3.61	1.6%	10.3%	18.3%	31.7%	14.3%	23.8%
7. Professional Development	3.26	5.6%	15.7%	23.1%	25.9%	11.1%	18.5%
8. Environment	3.58	5.6%	9.0%	22.9%	43.1%	16.7%	2.8%
9. Parent and Community involvement	3.14	10.5%	20.0%	20.0%	22.9%	15.2%	11.4%
Overall	3.54	4.6%	10.8%	21.8%	36.9%	16.0%	9.9%

#### Family Summary Data

Characteristic	Don't agree at all	Agree slightly	Agree somewhat	Agree mostly	Agree completely	Missing/NA
1. Vision	0.0%	7.8%	11.8%	37.3%	41.2%	2.0%
2. Standards	4.1%	6.1%	12.2%	38.8%	38.8%	0.0%
3. Leadership	0.0%	12.0%	14.0%	32.0%	40.0%	2.0%
4. Collaboration	2.0%	2.0%	2.0%	48.0%	46.0%	0.0%
5. Alignment	2.0%	6.0%	10.0%	42.0%	40.0%	0.0%
6. Monitoring	2.2%	4.3%	15.2%	23.9%	54.3%	0.0%
7. Professional Development	NA	NA	NA	NA	NA	NA
8. Environment	0.0%	2.0%	20.0%	40.0%	38.0%	0.0%
9. Parent and Community involvement	2.0%	0.0%	16.3%	36.7%	44.9%	0.0%
<u>Total</u>	1.5%	4.6%	12.2%	37.5%	43.8%	0.5%

## Student Summary Data

Characteristic	Don't agree at all	Agree slightly	Agree somewhat	Agree mostly	Agree completely	Missing/ NA
1. Vision	1.4%	1.3%	7.8%	39.3%	47.6%	2.6%
2. Standards	3.6%	3.4%	13.4%	36.5%	39.4%	3.6%
3. Leadership	9.4%	9.2%	17.3%	32.5%	28.9%	2.8%
4. Collaboration	3.7%	8.8%	19.0%	29.8%	31.6%	7.0%
5. Alignment	3.2%	4.1%	16.8%	36.4%	37.0%	2.6%
6. Monitoring	3.6%	4.6%	17.0%	36.1%	34.6%	4.1%
7. Professional Development	NA	NA	NA	NA	NA	NA
8. Environment	4.9%	5.4%	15.6%	34.7%	36.4%	2.9%
9. Parent and Community involvement	5.0%	6.1%	16.3%	32.6%	32.8%	7.2%
<b>Total</b>	<b>4.6%</b>	<b>5.0%</b>	<b>15.4%</b>	<b>35.0%</b>	<b>36.3%</b>	<b>3.6%</b>





## Demographic Data

Meadow Brook Intermediate School has an actual student population of 263 students. Student population is 37.6% Hispanic with an unrelated 40 percent annual student turn-over. The majority of Spanish surnamed families speak predominantly Spanish in the home. When considering students who are actually here during the lunch periods with built in lunch period in which to eat, we have a 53.5% free lunch population. Meadow Brook Intermediate School serves a highly mobile population of both Anglo and Hispanic children in an area with high incidence of rental property. There is a very large private school population in College Place serving the needs of Seventh Day Adventist families. Walla Walla University is an Adventist College situated in close proximity with Meadow Brook Intermediate School.

College Place is located adjacent to Walla Walla, WA, and many of our programs are interconnected. Its population is slowly growing and currently is 8770. College Place hosts the county's local Migrant Labor Camp which is frequently a several year first-stop residence for families emigrating from Mexico prior to settling out into the existing Walla Walla College Place population. A recent influx of home buyers within our school district boundaries includes an increasing percentage of 'retirees' from other cities and states, and particularly California. Spanish Language is the predominant language spoken in the vast majority of our Hispanic children's homes.

### **Meadow Brook Intermediate School**

Principal William Varady  
509.522.3265

1775 SOUTH COLLEGE AVENUE COLLEGE PLACE 99324 Grade Span:  
College Place School District 4-6

#### **Student Demographics**

<b>Enrollment</b>	
October 2007 Student Count	263
<b>Gender (October 2007)</b>	
Male	56.3%
Female	43.7%
<b>Ethnicity (October 2007)</b>	
American Indian/Alaskan Native	1.5%
Asian	1.5%
Black	1.9%
Hispanic	37.6%
White	57.4%
<b>Special Programs</b>	
Free or Reduced-Price Meals (May 2008)	53.5%
Special Education (May 2008)	14.5%
Transitional Bilingual (May 2008)	16.4%
Migrant (May 2008)	10.9%
<b>Other Information</b>	

Unexcused Absence Rate (2007-08)	0.3%
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### Teacher Information (2007-08)

Classroom Teachers	22
Average Years of Teacher Experience	7.2
Teachers with at least a Master's Degree	63.6%
Total number of teachers who teach core academic classes	15
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.0%
Total number of core academic classes	15
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet NCLB HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

## Student Achievement Data

### WASL Trends 4<sup>th</sup> Grade

4th Grade Reading			
Year	School	District	State
1998-99	45.2%	48.5%	59.1%
1999-00	45.1%	48.9%	65.8%
2000-01	32.1%	38.2%	66.1%
2001-02	25.7%	35.8%	65.6%
2002-03	34.8%	39.8%	66.7%
2003-04	50.0%	52.6%	74.4%
2004-05	77.8%	70.2%	79.5%
2005-06	72.5%	72.5%	81.2%
2006-07	76.3%	76.3%	76.6%
2007-08	55.8%	55.8%	72.6%

4th Grade Math			
Year	School	District	State
1998-99	22.2%	26.0%	37.3%
1999-00	30.0%	32.3%	41.8%
2000-01	10.3%	17.6%	43.4%
2001-02	12.9%	22.1%	51.8%
2002-03	22.7%	29.5%	55.2%
2003-04	42.9%	40.0%	59.9%
2004-05	48.9%	46.4%	60.8%
2005-06	55.9%	55.9%	58.9%
2006-07	47.5%	47.5%	58.1%
2007-08	37.2%	37.2%	53.6%

4th Grade Writing			
Year	School	District	State
1998-99	22.2%	26.0%	32.6%
1999-00	21.1%	25.5%	39.4%
2000-01	14.1%	23.5%	43.3%
2001-02	14.3%	24.2%	49.5%
2002-03	33.3%	40.9%	53.6%
2003-04	25.0%	31.6%	55.8%
2004-05	28.9%	35.7%	57.7%
2005-06	29.9%	29.9%	60.4%
2006-07	50.0%	50.0%	60.2%
2007-08	46.5%	46.5%	62.3%

### WASL Trends 5<sup>th</sup> Grade

5th Grade Reading			
Year	School	District	State
2005-06	73.6%	73.6%	76.3%
2006-07	70.8%	70.8%	71.9%
2007-08	62.3%	62.3%	75.6%

5th Grade Math			
Year	School	District	State
2005-06	53.5%	53.5%	55.8%
2006-07	51.7%	51.7%	59.5%
2007-08	49.4%	49.4%	61.2%

5th Grade Science			
Year	School	District	State
2005-06	26.0%	26.0%	35.7%
2006-07	32.6%	32.6%	36.5%
2007-08	33.3%	33.3%	43%

## WASL Trends 6<sup>th</sup> Grade

6th Grade Reading			
Year	School	District	State
2005-06	56.8%	56.8%	66.7%
2006-07	68.4%	68.4%	68.0%
2007-08	71.8%	71.8%	68.9%

6th Grade Math			
Year	School	District	State
2005-06	39.1%	39.1%	49.5%
2006-07	41.8%	41.8%	49.6%
2007-08	38.8%	38.8%	49.1%

## WASL Breakdown 2007/2008

### 4<sup>th</sup> Grade

Reading - Grade 4		
	Number	Percent
<b>Meeting Standard</b>	48	55.8%
Level 4 (exceeds standard)	19	22.1%
Level 3 (met standard)	27	31.4%
Basic (met standard)	2	2.3%
<b>Not Meeting Standard</b>	38	44.2%
Level 2 (below standard)	30	34.9%
Level 1 (well below standard)	8	9.3%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	86	100%
<b>Meeting Standard excluding No Score</b>		55.8%
<b>Alternate Assessment (see WAAS)</b>	1	
WAAS Portfolio	1	
WAAS DAW**	0	
<b>Not included in test calculations</b>	0	
Excused Absence	0	
Exempted***	0	
<b>Total Enrollment</b>	87	

Math - Grade 4		
	Number	Percent
<b>Meeting Standard</b>	32	37.2%
Level 4 (exceeds standard)	17	19.8%
Level 3 (met standard)	15	17.4%
Basic (met standard)	0	0.0%
<b>Not Meeting Standard</b>	54	62.8%
Level 2 (below standard)	20	23.3%
Level 1 (well below standard)	34	39.5%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	86	100%
<b>Meeting Standard excluding No Score</b>		37.2%
<b>Alternate Assessment (see WAAS)</b>	1	
WAAS Portfolio	1	
WAAS DAW**	0	
<b>Not included in test calculations</b>	0	
Excused Absence	0	
Exempted***	0	
<b>Total Enrollment</b>	87	

## Writing - Grade 4

	Number	Percent
<b>Meeting Standard</b>	40	46.5%
Level 4 (exceeds standard)	5	5.8%
Level 3 (met standard)	35	40.7%
Basic (met standard)	0	0.0%
<b>Not Meeting Standard</b>	46	53.5%
Level 2 (below standard)	30	34.9%
Level 1 (well below standard)	16	18.6%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	86	100%
<b>Meeting Standard excluding No Score</b>		46.5%
<b>Alternate Assessment (see WAAS)</b>	1	
WAAS Portfolio	1	
WAAS DAW**	0	
<b>Not included in test calculations</b>	0	
Excused Absence	0	
Exempted***	0	
<b>Total Enrollment</b>	87	

## Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:

3-of-3 Subjects	2-of-3 Subjects	1-of-3 Subject	0-of-3 Subjects
25.6%	22.1%	18.6%	33.7%

The table above shows the percent of the 4th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests in this administration. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the WASL Basic (Level2).

## Overall: Percent Meeting Standard, Based on Total Enrollment:

3-of-3 Subjects	2-of-3 Subjects	1-of-3 Subject	0-of-3 Subjects
25.3%	21.8%	18.4%	34.5%

## 5<sup>th</sup> Grade

### Reading - Grade 5

	Number	Percent
<b>Meeting Standard</b>	48	62.3%
Level 4 (exceeds standard)	26	33.8%
Level 3 (met standard)	22	28.6%
Basic (met standard)	0	0.0%
<b>Not Meeting Standard</b>	29	37.7%
Level 2 (below standard)	18	23.4%
Level 1 (well below standard)	11	14.3%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	77	100%
<b>Meeting Standard excluding No Score</b>		62.3%
<b>Alternate Assessment (see WAAS)</b>	2	
WAAS Portfolio	2	
WAAS DAW**	0	
<b>Not included in test calculations</b>	1	
Excused Absence	0	
Exempted***	1	
<b>Total Enrollment</b>	80	

### Math - Grade 5

	Number	Percent
<b>Meeting Standard</b>	38	49.4%
Level 4 (exceeds standard)	15	19.5%
Level 3 (met standard)	23	29.9%
Basic (met standard)	0	0.0%
<b>Not Meeting Standard</b>	39	50.6%
Level 2 (below standard)	23	29.9%
Level 1 (well below standard)	16	20.8%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	77	100%
<b>Meeting Standard excluding No Score</b>		49.4%
<b>Alternate Assessment (see WAAS)</b>	2	
WAAS Portfolio	2	
WAAS DAW**	0	
<b>Not included in test calculations</b>	1	
Excused Absence	0	
Exempted***	1	
<b>Total Enrollment</b>	80	

**Science - Grade 5**

	Number	Percent
<b>Meeting Standard</b>	26	33.3%
Level 4 (exceeds standard)	2	2.6%
Level 3 (met standard)	24	30.8%
Basic (met standard)	0	0.0%
<b>Not Meeting Standard</b>	52	66.7%
Level 2 (below standard)	26	33.3%
Level 1 (well below standard)	26	33.3%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	78	100%
<b>Meeting Standard excluding No Score</b>		33.3%
<b>Alternate Assessment (see WAAS)</b>	2	
WAAS Portfolio	2	
WAAS DAW**	0	
<b>Not included in test calculations</b>	0	
Excused Absence	0	
Exempted***	0	
<b>Total Enrollment</b>	80	

**Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:**

3-of-3 Subjects	2-of-3 Subjects	1-of-3 Subject	0-of-3 Subjects
44.2%	23.4%	32.5%	0.0%

The table above shows the percent of the 5th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, science, and mathematics tests. This table only includes students with a test score on all three tests in this administration. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the WASL Basic (Level2).

**Overall: Percent Meeting Standard, Based on Total Enrollment:**

3-of-3 Subjects	2-of-3 Subjects	1-of-3 Subject	0-of-3 Subjects
28.8%	16.3%	21.3%	33.8%

**6<sup>th</sup> Grade**

**Reading - Grade 6**

	Number	Percent
<b>Meeting Standard</b>	61	71.8%
Level 4 (exceeds standard)	24	28.2%
Level 3 (met standard)	33	38.8%
Basic (met standard)	4	4.7%
<b>Not Meeting Standard</b>	24	28.2%
Level 2 (below standard)	15	17.6%
Level 1 (well below standard)	9	10.6%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	85	100%
<b>Meeting Standard excluding No Score</b>		71.8%
<b>Alternate Assessment (see WAAS)</b>	0	
WAAS Portfolio	0	
WAAS DAW**	0	
<b>Not included in test calculations</b>	2	
Excused Absence	0	
Exempted***	2	
<b>Total Enrollment</b>	87	

**Math - Grade 6**

	Number	Percent
<b>Meeting Standard</b>	33	38.8%
Level 4 (exceeds standard)	10	11.8%
Level 3 (met standard)	23	27.1%
Basic (met standard)	0	0.0%
<b>Not Meeting Standard</b>	52	61.2%
Level 2 (below standard)	24	28.2%
Level 1 (well below standard)	28	32.9%
No Score	0	0.0%
Unexcused Absence, Refusal	0	0.0%
Other*	0	0.0%
<b>Total</b>	85	100%
<b>Meeting Standard excluding No Score</b>		38.8%
<b>Alternate Assessment (see WAAS)</b>	0	
WAAS Portfolio	0	
WAAS DAW**	0	
<b>Not included in test calculations</b>	2	
Excused Absence	0	
Exempted***	2	
<b>Total Enrollment</b>	87	

<b>Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:</b>		
<b>2-of-2 Subjects</b>	<b>1-of-2 Subject</b>	<b>0-of-2 Subjects</b>
36.5%	37.6%	25.9%

The table above shows the percent of the 6th grade class meeting standard on 2-of-2 tests, 1-of-2 tests, etc., on the reading and mathematics tests. This table only includes students with a test score on both tests in this administration. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the WASL Basic (Level2).

<b>Overall: Percent Meeting Standard, Based on Total Enrollment:</b>		
<b>2-of-2 Subjects</b>	<b>1-of-2 Subject</b>	<b>0-of-2 Subjects</b>
36.5%	37.6%	25.9%



## Improvement Goals

### **4th Reading Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 76.1% by 2009 in reading as measured by the WASL or a 10% increase of students achieving standards per year.

### **4th Math Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 64.9% by 2009 in math as measured by the WASL or a 10% increase of students achieving standards per year.

### **4th Writing Goal**

Meadow Brook Intermediate School will make adequate yearly progress in all cells by 2009 in writing as measured by WASL or a 10% increase of students achieving standard per year.

### **5th Reading Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 76.1% by 2009 in reading as measured by the WASL or a 10% increase of students achieving standards per year.

### **5th Math Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 64.9% by 2009 in math as measured by the WASL or a 10% increase of students achieving standards per year.

### **5th Science Goal**

Meadow Brook Intermediate School will make adequate yearly progress in all cells by WASL or a 10% increase of students achieving standard per year.

### **6th Reading Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 65.1% by 2009 in reading as measured by the WASL or a 10% increase of students achieving standards per year.

### **6th Math Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 58.7% by 2009 in math as measured by the WASL or a 10% increase of students achieving standards per year.



## **Action Plans**

Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations

### **Reading**

The district has elected to use the Measure of Academic Progress and STAR tests to track and analyze student achievement, and to inform instruction at the individual, group, and whole class levels. These assessment tools will be used for collecting ongoing data identifying gaps & weaknesses and to drive instruction. The STAR assessment will also be used to assist in identifying student reading levels. These levels are used for instruction and individual selection of reading books from the library.

Reading teachers are utilizing the GLEs to align the newly purchased materials – with focus on designing a Balanced Literacy Program which includes instructional strategies for the following: Phonemic awareness, phonics/word attack skills, vocabulary, fluency and comprehension.

Teachers will continue work to develop a plan for appropriate placement of students by reviewing multiple measures based on reading/language needs. Flexible grouping of students will be based on reading/language learning gaps. Teachers will continue to develop and refine transitioning of students from grade level to grade level, and building to building. Special attention

will be given to developing an understanding of the ELL population and being sensitive to their needs. Restructuring will occur with schedules to meet the needs of students.

Grade level teachers will work together to curriculum map the year for language arts. Vertical Teaming will be utilized to monitor and implement writing processes and strategies of a 6 Trait Writing Program. Teachers at lower levels will utilize Graphic Organizers such as Four Square Writing processes. Staff will design content based assessment tools to test mastery of GLE content. Students will be re-taught if mastery is not reached, then reassessed to ensure learning has taken place.

### Math

The district has elected to use the Measure of Academic Progress and STAR tests to track and analyze student achievement, and to inform instruction at the individual, group, and whole class levels. These assessment tools will be used for collecting ongoing data identifying gaps & weaknesses and to drive instruction. STAR assessment will also be used to assist in identifying student math levels.

Students will use Accelerated Math in coordination with the math curriculum to providing ongoing support for learning objectives. This individualized support will provide data for classroom teachers to focus on specific skills for instruction.

“Investigations” and “CMP” units will be developed for implementation. This program will require time and effort to prepare and implement. Grade levels will be working together to deliver ‘real experiences’ in math instruction.

Teachers will be trained on strategies to support ELL and low achieving students. These scaffolding strategies will be used to support students in the content areas.

Students will have experience with hands on math problems. WASL type approaches to learning math.

An after school tutorial will be provided by the 21<sup>st</sup> Century Learning Grant for all students needing extra assistance. This opportunity gives students some quality time outside the regular classroom to master skills.

### Parent Involvement:

We will be having several parent involvement nights this year including a family movie night, Back to School BBQ, and Show cases put on by our 21<sup>st</sup> Century Program. Presentations will be made to the PTA and School Board as an avenue for informing groups of our instruction and student focus. Staff has chosen to share WASL results at conferences. Our staff maintains classroom websites as well as school and district websites to keep parents informed of what is happening inside our school. Our district will also be offering free ESL classes for parents.

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**(SWP Note:** A school wide program must: 1) base its instructional program on effective means of improving the achievement of children, 2) utilize effective instructional strategies, 3) include strategies that meet the needs of historically underserved populations, 4) address the needs of all children in the school, **but particularly the needs of children who are members of the target population of any program**, 5) provide instruction by highly qualified professional staff, and 6) provide timely, effective assistance to students who experience difficulty in meeting the state’s standards, including taking specific steps to involve parents in helping their children meet the standards.)

## Action Plan

According to our data the following four areas are of highest priority to all of the stakeholders in our school. We will focus on these for areas for improvement while we maintain high performance in the other areas of high achievement.

Area of Focus	Action Plan	Who is Responsible	Frequency	Funding Source	Monitoring
Family and Community Involvement	Back to School BBQ	All Staff	Annually-August	SIP Parent Involvement	Principal
	Family Movie Night	All Staff	End of Semester	21 <sup>st</sup> Century	Principal
	Fall Kick-Off and Spring Show Case 21 <sup>st</sup> Century	Sasha Ferraro	Bi-annually	21 <sup>st</sup> Century	Sasha Ferraro
	ESL Classes with 21 <sup>st</sup> Century	Sasha Ferraro	1 Course Annually	21 <sup>st</sup> Century	Sasha Ferraro
	Update School and Classroom Websites	Certified Staff	Quarterly	N/A	Principal
	Monthly School Newsletter	Deirdre Jones	Monthly	General Fund	Principal
	Spring Fun-Run	Curtis Sloan, Corey Davis	End of Year	General Fund	Curtis Sloan, Corey Davis
	Meadow Brook Split	Neff, Sutherland	End of Year	SIP-Parent Involvement	Neff, Sutherland

Area of Focus	Action Plan	Who is Responsible	Frequency	Funding Source	Monitoring
Leadership	Re-Evaluate Discipline Plan	MB All Staff	Bi-Annually (Mid-Year and End of Year)	N/A	Principal will monitor progress
	Training in all playground rules and discipline policies for all staff.	Bill Varady, Dean of Students	Bi-Annually or as needed	General Fund-Classified Hours	Principal will monitor progress
	Up-date the Playground Manual	Bill Varady, Dean of Students	Bi-Annually or as needed	N/A	Principal will monitor progress
	Enhance Positive Reinforcement Plan	All Staff	Annually	General Fund	Principal will monitor the progress

Area of Focus	Action Plan	Who is Responsible	Frequency	Funding Source	Monitoring
Holding High standards for all students.	Setting Goals for progress with all students.	Certified staff	Quarterly	NA	Classroom teachers
	Analyze MAP data	Certified Staff	After testing windows	NA	Classroom Teachers
	Motivational Speakers	Varady	Upon Availability	General Fund/PTA Assembly	Principal

Area of Focus	Action Plan	Who is Responsible	Frequency	Funding Source	Monitoring
Fighting Among Students	Create Anger Management Program	Ms. Neff and Intervention Specialist	Bi-Annually (Mid-Year and End of Year)	Safe and Drug Free Schools Grant	Principal
	Utilize Positive Promotion Plan for reinforcement of Positive Behavior	Dean of Students/All Staff	Bi-Annually (Mid-Year and End of Year)	NA	Principal/Dean of Students
	Create school slogan for appropriate behavior.	All Staff	Annually	NA	Principal

**2007-2010 TECHNOLOGY PLAN  
BUILDING SCHOOL IMPROVEMENT GOALS**

**1-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN**

<b>Name of School:</b> Meadow Brook Intermediate	<b>Grades:</b> 4-6 Elementary
<b>Goal Title:</b> Student Technology Literacy	
<b>SMART Goal Statement:</b> By 8 <sup>th</sup> grade, students will demonstrate their technology skills resulting in 80% at Tier 2 or higher on the student PILOT literacy survey	
<b>Technology and Learning Strategy:</b> Students will be provided opportunities to use technology for problem solving, research, project presentation, assessment, and portfolio documents. Students will demonstrate proficiency in the use of technology skills to locate, evaluate, and collect information while communicating information and ideas effectively.	
<b>Rationale (Research):</b> It is important that students not only have opportunities to use technology but have the ability to know when and how to apply their technology skills. The educational technology standards will provide the basis of a curricular framework to ensure students have the opportunity to obtain the highest technology proficiency possible.	
<b>Evaluation Procedure:</b> Evaluate with student survey and technology team review.	

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 3: 2009-2010	Continue to administer the following reading/math assessment: STAR Reading and STAR Math	School librarian, classroom teachers, Literacy Coach	STAR software from Renaissance Learning, computers, STAR libraries, scanners and printers.	Training will be provided by district staff as needed.		Continue to administer the following reading/math assessment: STAR Reading and STAR Math
	Continue to administer the following reading/math assessment: MAPS	Literacy Coach, support staff, administrators, specialists	MAPS software, computers, printers	Training will be provided by district staff as needed.		Continue to administer the following reading/math assessment: MAPS

Year 3: 2009-2010	Continue to use Accelerated Reader (AR) as a supplement to promote recreational reading	Librarian, teachers, EA's, other support staff, and district administration	AR software from Renaissance Learning, computers, AR quizzes, printers	PTA, Library budget	PTA, Library budget	Continue to use Accelerated Reader (AR) as a supplement to promote recreational reading
Year 3: 2009-2010	Computer based classroom lessons, virtual field trips, K-20 Videoconferencing	Tech Team Media Specialist Special Programs Coordinator	K-20 systems Solutionz Conferencing Inc	Tech. Team train the trainer session. Small group sessions	PTA, School budget, Innovative funding and basic education	Computer based classroom lessons, virtual field trips, K-20 Videoconferencing
	Continue to administer the following reading/math assessment: STAR Reading and STAR Math	School librarian, classroom teachers, Literacy Coach	STAR software from Renaissance Learning, computers, STAR libraries, scanners and printers.	Training will be provided by district staff as needed.		Continue to administer the following reading/math assessment: STAR Reading and STAR Math

Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Learning opportunities presented via Power Point, Inspiration, Kidspiration, etc. to share ideas electronically. Use templates to scaffold projects where appropriate	Classroom teachers, Tech team, Tech specialist	Powerpoint, Kidspiration, Inspiration, and any other presentation software.	Tech. Team train staff	Building identified tech funds	Student generated projects utilizing grade level appropriate technology skills.
Implementing appropriate leveled educational technology standards.	Classroom teacher	Computer, Microsoft Office software, tech team.	Training on basic Microsoft Office products and technology standards.	n/a	Teacher checklist for implementing basic technology skills.

<b>Year 3: 2009-2010</b>	Creating digital portfolio-including word processing or publishing program, spreadsheet program, presentation program and data program (or database functionality in programs.)	Classroom Teacher and technology team.	Microsoft office software, computers, technology team and students' basic knowledge of technology standard learned in grades K-6.	Provided in the area of word processing or publishing program, spreadsheet program, presentation program and data program (or database functionality in programs.)	Technology grant	Cumulative projects of the state standards learned in grades K-6 to be moved onto 7-8
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SIP Team Leader  
Completing This Form:

Principal

Date:

Other SIP Team  
Participants:

Meadow Brook Staff

## Professional Development

6/23/03	Mandatory meeting of SIF and principal in Olympia – Overview of the School Improvement Grant process
7/28-31/03	OSPI Summer Institute – “To Improve Student Performance in Reading, Writing, & Mathematics” Maria Elena & Carol Garbe in attendance
8/26/03	Meeting with Rob MacGregor, Mr. Payne, Maria Elena Garcia, Carol Garbe – discussion School Improvement Expectations
9/17-18/03	OSPI School Improvement Planning Cohort III Training – Tim Payne, Chriss Storms, Lois Fuller, Jack Brennan, Maria Elena Garcia, Carol Garbe, January Pietila, Marcia Daschosfky
10/7-8/03	Meadow Brook Audit – OSPI Team – Parent meetings, Staff meetings, Interviews, Report submitted to state
10/22/03	SIP Meeting: January Pietila, Marcia Daschofsky, Sandra April, Carol Garbe, Gretchen Foertsch, Maria Elena Garcia, Lori Sutherland, Chriss Storms, and Tim Payne. Begin planning the process, determine who will attend conferences, review audit information
11/12/03	SIP Team meeting – Unpacking the Mission Statement – Planning on facilitation of creating a mission for our school
11/24/03	Lead Auditor – presentation of Audit results – Marsha Hallet (3:15-5:30 PM)
12/3-4/03	Cohort III Training - Data Analysis–Carol Garbe, Jack Brennan, Lois Fuller, Lori Sutherland, Chriss Storms, Marcia Daschofsky, Tim Payne, Maria Elena Garcia, January Pietila
12/8/03	SIP Team meeting – planning for delayed start on Dec. 10 <sup>th</sup> . Delegate roles for the Unpacking of the mission statement. Create an agenda for Dec. 10 <sup>th</sup> . Identifying participants for the January Conference in Spokane
12/10/03	Delayed Start– Classified involved – Unpacking the Mission Statement – Building Process
12/17/03	Debriefing from Dec. 10 <sup>th</sup> meeting. Planning for Feb. Data Carousel. Divided the duties for gathering data for next meeting.
1/5/04	Used a staff meeting to discuss “A Decade of Reform”. SIP Team members led groups that discussed each section of the article and shared back to the whole group. (preparation for the data carousel activity)
1/13/04	Improving Classroom Achievement-Curriculum Mapping – ESD Training– Mark Ferraro, January Pietila, Mike Collins, Carol Garbe
1/14/04	SIP Team meeting. Reviewed data gathered for the Data Carousel on Jan. 16 <sup>th</sup> .

1/16/04	Early Dismissal – Data Carousel – all staff present. Each table reviewed one of the four areas – Contextual, Student Learning, Perception, Demographic. Each group rotated through the data – developed narrative statements
1/21-22/04	January Conference OSPI – January Pietila, Sandra April, Gretchen Foertsch, Lois Fuller, Carol Garbe, Maria Elena Garcia, Blake Limburg
1/26/04	SIP Team meeting – discussed presentation for Feb. 6 <sup>th</sup> . Identified the themes from narratives generated at the Data Carousel.
1/30/04	SIP Team meeting – created a timeline for meetings with team and all staff to work on the SIP process. Next step – generate goals, identify study groups.
2/4-8/04	National Association for Bilingual Education – Albuquerque, New Mexico Maria Elena Garcia, Elissa Aguilar
2/6/04	LID -- Data Reflection – Building Review SIP Team shared the themes with staff – Reading, Math, Communication & Collaboration (C&C) / Supportive Learning Environment (SLE). Staff reviewed expectations for Math and GLE's from OSPI. Power Point presentation on AYP and Using Data. Staff worked on developing SMART goals and identifying members of the study teams to research best practices for the goals and school visitations.
2/12/04	3:15 - 5:00 PM SIP Team - SMART SIP Goals and Expectations
2/13/04	7:15 - 8:15 AM ALL STAFF - SMART SIP Goals / Research and Select Effective Practice - 6 hours each study team
2/17/04	3:15 - 4:30 SIP Team meeting - preparing for school board presentation. 7:00 PM School Board Meeting (SIP Team attending) Progress Report and Anticipated Scope of Work
2/20/04	3:15 - 4:15 PM ALL STAFF - Research and selecting effective practices / Linda Boggs Blue Ridge Elementary – presenting
2/26/04	Visitation to Blue Ridge – Ross Stremcha, Jenny Detwiler, Sasha Ferraro, Ryan Lackey, Sandra April, Mamie Tennent (subs from grant funds)
2/27/04	3:15 - 4:30 PM SIP Team - Support for research and selecting effective practices
3/3-4/04	Family Science – Facilitator Training Workshop – sponsored by Mathematics Engineering Science Achievement (MESA) Sasha Ferraro, Corey Davis, Lori Sutherland, Mary Lou Geraud
3/5/04	2:30 - 4:30 PM ALL STAFF- Share research conducted so far - possible recommendations
3/8/04	ALL STAFF SIP meeting 3:15 PM
3/15/04	7:00 PM School Board Meeting --Provide an update
3/16/04	7:15 - 8:15 AM ALL STAFF- Reading Research presented
3/23/04	Reading Team, Math Team, C & C, SLE Team – working on recommendations

3/23/04	1:00-3:00 PM SIP Team - Recommendations presented
3/24/04	7:15 - 8:15 AM ALL STAFF- Present recommendations from study teams
3/29-30/04	Maria Elena in Olympia – Training on SIP
3/26/04	Review Recommendations – project priorities for writing SIP –study teams
4/2/04	ALL STAFF meeting – review recommendations, priorities, and edits of SIP
4/12/04	SIP Team Meeting – 3:15-4:00 Review Plan
4/12/04	Parent Meeting 6:30-7:30 Review Plan, School Wide Parent Compact
4/15/04	SIP ALL STAFF Meeting – 3:15-4:00 Review Plan Staff members sign off on the Plan
4/19/04	7:00 PM School Board Meeting - Progress report
4/20/04	ALL STAFF SIP meeting 3:15 PM
4/21/04	School Improvement Plan sent to OSPI
4/21/04	AM Building -- Training -- Classified included “Enhancing Academic English for ELL students” 7:45-9:45 AM SIP 10:00-12:00 –Curriculum Mapping
4/26-27/04	Family Math – Facilitator Training Workshop – sponsored by Mathematics Engineering Science Achievement (MESA) Sasha Ferraro, Danielle Starr, Mike Collins
5/17/04	School Board meeting – 7:00 PM Apprise of any new changes Early Dismissal-12:30 PM
5/21/04	“Enhancing Academic English for ELL students” 2:15-4:15 PM Classified included – Maria Elena Garcia, Elissa Aguilar
6/21/04	7:00 PM School Board Meeting - present plan completed
6/22-25/04	Summer Institute – OSPI – Spokane – January Pietila, Lori Sutherland, Danielle Starr, Sasha Ferraro, Susan Garrett, and Jenny Detewiler

7-06	LASER Training – Pietila, Maib
9/13/06	Code of Professional Conduct
9/20/06	ESD Learning Tech. – Staff development on use of library technology and ESD tools
9/20/06	Reading WASL Involvement – Staff members participated in Reading WASL scoring, item writing, and range finding - Maib, Starr
10-06	WASL Wagon – WASL assessment training - Pietila

06-07	Math WASL Involvement – Staff member participated in Math WASL scoring, item writing, and range finding - Maib
06-07	Reading WASL Involvement – Staff members participated in Reading WASL scoring, item writing, and range finding – Maib, Starr
06-07	Teacher working towards National Board Certification - Maib
8/07	CMP Summer Math Institute - S. Ferraro, M. Ferraro, Collins, Longmire, Lackey, Shaver, Ugaldea, Davis, Schroeder, Starr
8/26/07	Begin work on ESL endorsement
10/11/07	Case Study – Brazosport School District – All Staff
10/18/07	Venn Diagram Comparison of Sager/MB and case study schools – All Staff
10/25/07	Control and Influence Diagram - Variables – Success for All – Develop rubric for control variables – All Staff
11/1/07	Belief and Reality Diagram – Illustrating the disparity between what we believe students can achieving and where we are achieving. – All Staff
1/07	OSPI Winter Institute - Starr, Lackey, Peterson, Ferraro, Schroeder
1/07	OSPI Sharing – Staff members attending Winter Institute shared their learning in small groups and at grade level meetings – All Staff
2/07	Round Robin Support Group – Teachers meeting to discuss Good-Bye Round Robin and to discover alternatives to round robin reading method. - Starr, Schroeder, Ugaldea, Collins, Davis, Aguilar, Pietila, Hessler, Stremcha
2/07	ELL Cadre – Two staff members joined a cadre with ESD 105 – MERO, to become trainers in SIOP methods. Sheltered instruction methods will be shared with staff when training is complete. – Starr, Maib
3/ 8-9-10-11/07	Effective Schools Conference – Staff members attended a national conference on what it means to be an effective school. - Peterson, Collins, Detwiler, Schroeder
3/07 Wednesdays	Effective Schools Sharing – Staff members shared their learnings from Effective Schools Conference – All Staff
5/17/07 - 5/18/07	Assessment for Learning Conference: Next Steps for Professional Learning Communities - Peterson, Schroeder, Lackey, S. Ferraro
6/07	Writing WASL Scoring - Pietila
8/31/07	Math and Language Arts. Certified and Classified staff. PLC Assessment Taught by Ted, Darin, Mike and Becky
10/12/07	Literacy First Training Grades 4-8

10/25/07	K-8 Math, Reading, Science and Writing. Embedded Professional Development---Job Alike Meetings.
11/2/07	First Steps Math, Technology- Microsoft Office Products, Maps Knowledge Academy and Accelerated Reader and Accelerated Math
2/19/08	School Improvement team meeting to discuss plan
2/21/08	K-8 Math, Reading, Science and Writing. Embedded Professional Development—Job Alike Meetings.
2/29/08	Formal Training for Skyward
5/5/08	Mapping of Math, Reading and Professional Calendar
6/6/08	Curriculum Mapping and Data Analysis
9/8/08	School Environment
9/10/08	PLC
9/17/08	Common Writing Assessment
9/24/08	Math
9/30/08	Hemophilic Training
10/1/08	Early Intervention TSAP
10/08/08	SLP Development
10/15/08	Literacy/ Curriculum Mapping
10/22/08	Curriculum Map Assessment Data Review/CBA
10/30/08	Excel
11/05/08	Kids Business/Language Arts
11/12/08	Parent Involvement PLC
11/19/08	New Math Standards

12/03/08	Writing and Math Curriculum
12/10/08	PLC/Common Writing Assessment
12/17/08	Staff Morale
1/7/09	Math WWW Schools
1/14/09	PLC Development
1/21/09	GLAD Training
1/28/09	Migrant Program Development
2/4/09	Navigations 101
2/11/09	Writing Prompt
2/18/09	CBA Social Studies
2/25/09	ELL Accommodations
3/4/09	Conferences
3/11/09	WASL Training
4/29/09	Presentation of SIP to staff

**(SWP Note:** The professional development plan should include a description of strategies used to attract highly qualified staff to work with the most at-risk students.)



## **Parent Involvement**

Extrapolate from each action plan and include any current school and district-wide initiatives to parent/community involvement in the school. Describe the strategies planned to increase meaningful parental/family involvement.

- ❖ As part of Title I School-wide, the school will strategically plan to include parents in school improvement planning as decision makers. Meadow Brook will provide parent training and host informational meetings to welcome and value the cultural and diverse backgrounds of all parents in the participation of their child's education.
- ❖ Staff members will work to create a calendar of events to involve parents in a partnership for student learning. This calendar will be provided at the first of the year so they can plan ahead to become involved. We seek to develop an atmosphere of high behavioral and academic expectations.
- ❖ Student led activities will be planned to elicit support from parents as they share their children's learning of reading and math. Informational parent nights will be provided by local contacts to keep parents knowledgeable of student needs (i.e. drug and alcohol abuse, AIDS/HIV, WASL, Science)
- ❖ Parents will be informed via newsletters, parent/student/teacher conferences, phone calls, home visits, annual report, district and building web pages. Presentations will be made to the PTA and School Board. Parent input will be sought through parent meetings, surveys, and participation in the classrooms.
- ❖ Suggestions were taken at annual review of this document on how to improve parent communication. Suggestions included creating a listserv for parents and notifying them by email of upcoming events, changing the timing of notices and possibly color coding important notes home.
- ❖ The district web page has been used very effectively to advertise the success of Meadow Brook students and should continue. The phone system has been upgraded to include voice mail.

**(SWP Note:** A description of the process used to communicate with parents of students not meeting standards, as well as the process used to develop and implement the Parent/Student/Teacher Compact should be included in this section. A copy of the Parent/Student/Teacher compact should be included in this plan and in languages other than English as appropriate.)

## **Coordination/Integration of Programs**

(Required of Title I SWP)

- ❖ Describe how the activities/strategies in this plan coordinate with other school programs. District-wide improvement efforts, and community-based programs.
- ❖ This plan is interwoven throughout all other programs such as BEA, Title I Migrant, Title III, State Bilingual, and LAP. The focus of all of the goals and activities are to increase student outcomes by increasing accountability, utilize research base practices, provide quality professional development and enhance parent involvement.
- ❖ The four goals of the plan encompass research best practices in setting up a highly effective balanced literacy and math program, provide a supportive learning environment for students, staff and parents and increase the communication and collaboration among all entities.
- ❖ The plan includes a focus on data decision making based on using multiple student criteria in deciding on placement, instruction and movement of students. A transition plan from grade level to grade level will be put in place. This includes the transition from the elementary to intermediate and on to middle school.

A meeting will be held each school year to allow teachers to meet with the previous year's teachers to discuss student achievement and behavior.

## **Monitoring the Plan**

- ❖ Describe how the effectiveness of strategies and student achievement will be monitored. What data will be gathered? What formative and summative assessments will be used? What monitoring schedule will be used?
- ❖ Each activity in the school improvement plan has formative evidence written in to it that will be used to measure student outcomes.
- ❖ The data gathered will all be within the four spheres of influence: academic, perception, contextual, and demographics. The data will be analyzed on an ongoing basis to determine baseline, benchmarks and adjustments to school improvement plan implementation.
- ❖ Baselines will be determined to measure progression of growth. Assessments will include, but are not be limited to: MAP and STAR reading and math will be administered three times a year. Classroom-based assessments will be given as determined by teacher and student needs. WASL will be administered as dictated by state timelines. Additional data to be gathered will be parent, student, and staff surveys, classroom observations, professional learning team notes, and parent contact logs.



## FISCAL REQUIREMENTS

**List all federal and state funds allocated to this plan**

**SWP Note:** School-wide Programs are required to include:

- A list of the local, state, and federal programs included in the School-wide model for flexibility of fiscal accountability;
- How Title I funds and funds from other sources will be used to implement the SWP plan;
- How Title I funding will supplement state and local funding.

State special education, state transitional bilingual, highly capable funds may not be included in the SWP.)  
Provide a brief budget narrative explaining how funds will be used to support the plan.

College Place School District provides \$3,000 for the development and support of the Meadow Brook Intermediate School Improvement Plan. Another \$2,000 is utilized throughout the school year to enhance, encourage and improve parent involvement in school activities, functions and procedures.

**List all federal and state funds allocated to this plan**

Funding Source	Amount	How Funds Support SWP
State BEA		
State LAP	\$48906.00	Educational Assistant Salaries
Local Levy		
Fed. Dept. of Ed		
Title IA	\$104864.00 \$2000.00	Learning Specialist / EA Salaries Parent Involvement Meetings & activities
Title IC		
Title IIA	\$3000.00	SIP Activities/E.A. Collaboration
Title IIB		
Title III		
Title IVA		
Title IVB		
Title V		
Other		

**SWP Note:** Schoolwide Programs are required to include:

- A list of the local, state, and federal programs included in the Schoolwide model for flexibility of fiscal accountability;
- How Title I funds and funds from other sources will be used to implement the SWP plan;
- How Title I funding will supplement state and local funding.

State special education, state transitional bilingual, highly capable funds may not be included in the SWP.)



## Technical Assistance

### Technical Assistance

Use the following table to document the technical assistance you received during the planning process.

<b>1. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.</b>		
Date	Provider	Type of Assistance
Spring 2009	Meadow Brook Int. School	Principal, teachers, staff members and title director, ant the School Improvement team participated in the development of the plan and provided support for the process and data analysis.

Draft Version as of 5/14/09