

**Meadow Brook Intermediate  
School Improvement Plan  
2006-2007**

| <b>Activities to Achieve This Goal</b>  | <b>Professional Development</b>   | <b>Timeline</b>   | <b>Resources Available</b>  | <b>Finance Building</b> | <b>Finance District</b> | <b>Finance OSPI</b> | <b>Who Is Responsible? Who Is Involved?</b>  | <b>Monitoring Effectiveness</b>  |
|---|---|---|---|-------------------------|-------------------------|---------------------|--|--|
| <p>What actions will occur?</p> <p><b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b><br/> <b>1.1 (NCOHES):5, 7</b><br/>           Priority 1<br/> <b>Assessments:</b><br/>           Training for administration of assessments. Collect ongoing data to identify reading strengthes and weaknesses.</p> <p>Continue MAP and STAR for screening, placement, and progress monitoring.</p> | <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p> <p>PD for reading teachers to evaluate reading data.</p> <p>Provide time for teacher to become familiar with reading assessments.</p> | <p>When will this strategy or action begin and end?</p> <p>2006-07 SY</p> <p>2006-07 SY</p> | <p>What existing and new resources will be used to accomplish the activity?</p> <p>Date stored on server/teacher shared files</p> |                         |                         |                     | <p>Who will provide the leadership? Who will do the work?</p> <p>Principal, literacy coach</p> <p>Teachers, principal, Assessment specialist</p> | <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>1) Administer to students<br/>           2) Analyze date to: guide instruction, provide instructional feedback and improvement.<br/>           3) Share date on server/ teacher shared files</p> <p>1) Observation of assessment administration.<br/>           2) Date collection system will show results and follow through of tests.</p> |

| Activities to Achieve This Goal<br>What actions will occur?  | Professional Development<br>How will staff acquire the necessary skills and attitudes to implement the activity? | Timeline<br>When will this strategy or action begin and end? | Resources Available<br>What existing and new resources will be used to accomplish the activity? | Finance  | Finance  | Finance | Who Is Responsible?<br>Who Is Involved?<br>Who will provide the leadership? Who will do the work?                                | Monitoring Effectiveness<br>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes? |
|--|--|--|---|----------|----------|---------|--|---|
|  |  |  |   | Building | District | OSPI    |  |   |
| <p><b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b></p> <p><b>1.1 (NCOHES):5, 7</b><br/>Priority 1</p> <p><b>Assessments:</b><br/>Fluency assessment</p> <p>Conduct spelling inventory (i.e.) See Bear et al, Words Their Way</p> <p>Develop student work samples to include 1 scored work sample response to WASL type reading prompt</p> | <p>Update training</p> <p>Collaborative work on setting criteria and scoring student responses.</p>              | <p>2006-07 SY</p> <p>2006-07 SY</p> <p>2006-07 SY</p>        |   |          |          |         | <p>Principal, literacy coach, teachers</p> <p>Principal, literacy coach, teachers</p> <p>Principal, literacy coach, teachers</p> | <p>Classroom analysis chart if developmental spelling.</p>  |
| <p><b>1.2 (NCOHES):1,2,3,4,7</b><br/>Priority 2</p> <p>Maintain learning teams to collaboratively focus on the overall goals of the school improvement plan.</p>   | <p>District provided delayed start on Wednesday</p>  | <p>2006-07 SY</p>  | <p>Trainers</p>   |          |          |         | <p>Teachers, EA's<br/>Principal</p>  | <p>1) Establish learning teams.<br/>2) Implement best practice strategies.<br/>3) Peer observations-reflection, discussion</p>                  |

| Activities to Achieve This Goal<br>What actions will occur?  | Professional Development<br>How will staff acquire the necessary skills and attitudes to implement the activity? | Timeline<br>When will this strategy or action begin and end? | Resources Available<br>What existing and new resources will be used to accomplish the activity?   | Finance  | Finance  | Finance | Who Is Responsible?<br>Who Is Involved?<br>Who will provide the leadership? Who will do the work?  | Monitoring Effectiveness<br>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?   |
|--|--|--|---|----------|----------|---------|--|---|
|  |  |  |   | Building | District | OSPI    |  |   |
| <p><b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b></p> <p><b>1.2 (NCOHES):1,2,3,4,7</b><br/>Priority 2</p> <p>Continue to use learning teams to examine and improve our teaching practices. (i.e. use of Fluency interventions strategies such as <i>Read Naturally</i>, <i>Word Study</i>, and strategies that work.</p> |  | 2006-07 SY   | <p>Share resources building email - web page, shared files on server.</p> <p><i>Words Their Way</i>, <i>Read Naturally</i> training</p> |          |          |         | All staff  |   |
| <p><b>1.3 (NCOHES):1,2,3,4,5,6,7,8</b><br/>Priority 3</p> <p>In Language Arts we will be focusing on best practices for a balanced literacy program which includes instructional strategies for the following:<br/>Phonemic awareness, phonics/word attack skills, vocabulary, fluency and comprehension</p>                               | District provided delayed starts on Wednesday.   | 2006-07 SY   | <p>Trainers and literacy coach. Professional resources.</p> <p>Building and district web page - access to links and resources</p>       |          |          |         | <p>Teachers, literacy coach, EA's, and Principal</p> <p>Teachers will incorporate best practices into lesson plans</p> <p>Technology staff and Principal</p> | <p>1) Observation of best practice strategies.</p> <p>2) Ongoing dialog - in learning teams - what works? What needs to be improved.</p> <p>3) Ongoing student assessment - based on GLE's.</p> |

| Activities to Achieve This Goal  | Professional Development  | Timeline   | Resources Available   | Finance  | Finance  | Finance | Who Is Responsible?<br>Who Is Involved?   | Monitoring Effectiveness  |
|--|---|--|---|----------|----------|---------|---|---|
|  |   |  |   | Building | District | OSPI    |   |   |
| <p>What actions will occur?</p> <p><b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b></p> <p><b>1.3 (NCOHES):1,2,3,4, 5,6,7,8</b><br/>Priority 3</p> <p>Review/maintain Accelerated Reader program (i.e. quizzes, books, software, PD</p> <p><b>1.4 (NCOHES):2,5,6,7,8,</b><br/>Priority 4</p> <p>Develop a plan for appropriate and flexible groups of students by reviewing multiple measures based on reading and language needs</p> <p>Continue to develop and refine transitioning of students from grade levels and buildings.</p> | <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p> <p>PD on Accelerated Reader</p> <p>1) Use delayed start Wednesdays<br/>2) Determine multiple criteria used for placement.<br/>3) Develop ongoing placement plan</p> | <p>When will this strategy or action begin and end?</p> <p>2006-07 SY</p> <p>Complete by 6/30/2007</p> | <p>What existing and new resources will be used to accomplish the activity?</p> <p>AR program software - quizzes, books.</p> <p>District data base, WASL, MAP, STAR, report cards</p> <p>School computer server. Shared files. Skyward student record system.</p> |          |          |         | <p>Who will provide the leadership? Who will do the work?</p> <p>Staff, principal, librarian</p> <p>Teachers, principal, coaches</p> <p>Technology staff, staff</p> | <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>Ongoing recorded data on student progress, TOPS reports, building AR challenges, bulletin boards, Hall of Fame, assemblies</p> <p>1) Data reflective student placement<br/>2) Placement plan ongoing as indicated by student needs</p> <p>Shared data - district assessment files, building generated documentation on file server.</p> |

| <b>Activities to Achieve This Goal</b>  | <b>Professional Development</b>   | <b>Timeline</b>   | <b>Resources Available</b>  | <b>Finance Building</b> | <b>Finance District</b> | <b>Finance OSPI</b> | <b>Who Is Responsible? Who Is Involved?</b>                   | <b>Monitoring Effectiveness</b>  |
|---|---|---|---|-------------------------|-------------------------|---------------------|---|--|
| <p>What actions will occur?</p> <p><b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b><br/> <b>1.5 (NCOHES):1,2,5,6,8</b><br/>           Priority 5<br/>           Extended school day for targeted students.<br/>           Target at-risk students for individualized Language Arts curriculumk focused on their instructional needs</p> | <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p> | <p>When will this strategy or action begin and end?</p> <p>Begin 11/2005 and end 5/06</p> | <p>What existing and new resources will be used to accomplish the activity?</p> | <p>\$500</p>            | <p>\$1,320</p>          |                     | <p>Who will provide the leadership? Who will do the work?</p> | <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>1) Needs assessment to determine gaps and weaknesses.<br/>           2) Pre-post testing of target students.<br/>           3) Use MAP, Fluency, Word Their Way, other progress monitoring tools</p> |

| <b>Activities to Achieve This Goal</b>   | <b>Professional Development</b>  | <b>Timeline</b>  | <b>Resources Available</b>   | <b>Finance Building</b> | <b>Finance District</b> | <b>Finance OSPI</b> | <b>Who Is Responsible? Who Is Involved?</b>   | <b>Monitoring Effectiveness</b>   |
|--|--|--|--|-------------------------|-------------------------|---------------------|---|---|
| <p>What actions will occur?</p> <p><b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b></p> <p>WASL scoring of student work. Analyze student work with state rubric.</p> | <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p> <p>Collaborative work on setting criteria and scoring student responses.</p> | <p>When will this strategy or action begin and end?</p> <p>Throughout 2006/07 SY</p> | <p>What existing and new resources will be used to accomplish the activity?</p> <p>Several teachers on staff have been trained to score writing prompts.</p> |                         |                         |                     | <p>Who will provide the leadership? Who will do the work?</p> <p>Teachers, literacy coach, principal, SIF</p> | <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>Three all school writing assignments.</p> |

| Activities to Achieve This Goal   | Professional Development   | Timeline  | Resources Available   | Finance  | Finance  | Finance | Who Is Responsible?<br>Who Is Involved?   | Monitoring Effectiveness  |
|---|--|---|---|----------|----------|---------|---|---|
|   |  |   |   | Building | District | OSPI    |   |   |
| <p>What actions will occur?</p> <p><b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b></p> <p><b>2.1 (NCOHES): 5,7</b><br/>Priority 1<br/><b>Assessment:</b><br/>Continue administering MAP and STAR math assessments to inform instruction.</p> <p>School wide WASL scoring</p> <p><b>2.2 (NCOHES): 5,6</b><br/>Priority 1<br/><b>Assessment:</b><br/>Continue to provide/use computer/server/ shared files</p> | <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p> <p>WASL-OSPI training on scoring, range finding, using students' work</p> <p>Ongoing dialog about use of technology reports for student data</p> | <p>When will this strategy or action begin and end?</p> <p>Ongoing by Jun-07</p> <p>Ongoing in 2006/07 SY</p> <p>Through 2006/07 SY</p> | <p>What existing and new resources will be used to accomplish the activity?</p> |          |          |         | <p>Who will provide the leadership? Who will do the work?</p> <p>Math team, teachers, principal, math coach</p> <p>Teachers, math coach, principal</p> <p>Technology coordinator, teachers, principal</p> | <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>Administer to students - evaluation data to determine math program design and instruction</p> <p>Teachers will score student work using state rubric.</p> <p>Shared files on computer server. District assessment data.</p> |

| <b>Activities to Achieve This Goal</b>  | <b>Professional Development</b>  | <b>Timeline</b>   | <b>Resources Available</b>  | <b>Finance Building</b> | <b>Finance District</b> | <b>Finance OSPI</b> | <b>Who Is Responsible? Who Is Involved?</b>  | <b>Monitoring Effectiveness</b>  |
|---|--|---|---|-------------------------|-------------------------|---------------------|--|--|
| <p>What actions will occur?</p> <p><b>Nine Characteristics Of Highly Effective Schools</b><br/>Priority 2<br/><b>Assessment:</b><br/>Extended school day</p>          | <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p> <p>Target-at-risk students for individual math curriculum focused on their instructional needs.</p> <p>1 hour a day, two days a week - one teacher x 22 weeks x \$30. Cost shared with Reading Extended day.</p> | <p>When will this strategy or action begin and end?</p> <p>Nov-05 to April 2007</p> | <p>What existing and new resources will be used to accomplish the activity?</p> | <p>\$500</p>            | <p>\$1,320</p>          |                     | <p>Who will provide the leadership? Who will do the work?</p> <p>Teachers, math coach, principal</p> | <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>Pre-post testing of targeted students.</p> |
| <p><b>2.4 (NCOHES):1,2,4,5,6,7,8</b><br/>Priority 3<br/><b>Assessment:</b><br/>Follow district Math Learning Continuum</p>  | <p>Provide ongoing support lessons in Investigations and CMP "WASL Like" activities</p>  | <p>2006/07 SY</p>   |   |                         |                         |                     | <p>Math coach, teachers, principal</p>   | <p>Model lessons, peer observation. Reflections on strategies that work during learning time.</p>  |
| <p><b>2.5 (NCOHES):1,2,4,5,6,7,8</b><br/>Priority 4<br/>Training in Investigations and CMP to math teachers. Planning and preparing future units for instruction.</p> | <p>Training provided by the district.</p>  |   |   |                         |                         |                     | <p>Teachers, math coach, EA's, principal</p>   | <p>Attendance at training. Instruction reflected in lesson and unit plans</p>  |

|   |  |                                |   |  |                           |  |   |  |
|---|--|--------------------------------|---|--|---------------------------|--|---|--|
| <p><b>2.6 (NCOHES):1,2,4,5,6,7,8</b><br/> Priority 5<br/> Implement Investigation and CMP units in classroom math instruction. Use tech tools with Investigations/ CMP. Manipulative training from ESD 123.</p>   | <p>1)Collaboration among grade level teams.<br/> 2) Manipulative Training from ESD 123, "Elementary Math Institute" or "Middle School Math Institute" registration<br/> 4 teachers x \$300= \$1200 plus travel</p> | <p>Aug-07</p>                  |   |  | <p>\$1,200<br/> \$400</p> |  | <p>Teachers</p>                                   | <p>Reflected in unit and daily lesson plans.</p>   |
| <p><b>2.8 (NCOHES):1,2,3,4,7</b><br/> Priority 5<br/> <b>Assessment:</b><br/> Maintain math learning teams to collaboratively focus on the overall goals of the school improvement plan</p>   | <p>Use district provided late start Wednesday</p>  | <p>Ongoing<br/> 2006/07 SY</p> |   |  |                           |  | <p>Principal, teachers</p>                        | <p>Maintain learning team to implement best practices. Use peer observations and discussion.</p>   |
| <p><b>2.9 (NCOHES):4,8,9</b><br/> Priority 6<br/> <b>Assessment:</b><br/> Continue MAP screening for student placement and monitoring student progress. Use scores to review, adjust, and maintain curriculum alignment during 2006-07 school year.</p> |  |                                | <p>EARL's, GLE's, SIP, Teachers</p>   |  |                           |  | <p>Math coach, principal, teachers, principal</p> | <p>Student progress monitored by reviewing MAP scores.</p>   |
| <p><b>2.11 (NCOHES):1,2,4,5,8</b><br/> Priority 6<br/> <b>Assessment:</b><br/> Use a common language for math throughout grades, 4-6 that correlates with WA state vocabulary</p>   | <p>Post vocabulary in classrooms<br/> Posted on building and district web page</p>   | <p>2006/07 SY</p>              | <p>GLE's, math standards<br/> District server-web page and building shared files.</p> |  |                           |  | <p>Teacher, math coach, Technology staff</p>      | <p>Vocabulary visible in classrooms, reflective in student work and student writing about math.<br/> Available on building and district web pages.</p> |

| <b>Activities to Achieve This Goal</b>  | <b>Professional Development</b>  | <b>Timeline</b>                                  | <b>Resources Available</b>   | <b>Finance Building</b> | <b>Finance District</b> | <b>Finance OSPI</b> | <b>Who Is Responsible? Who Is Involved?</b>            | <b>Monitoring Effectiveness</b>   |
|---|--|--|--|-------------------------|-------------------------|---------------------|--|---|
| What actions will occur?  | How will staff acquire the necessary skills and attitudes to implement the activity? | When will this strategy or action begin and end? | What existing and new resources will be used to accomplish the activity? |                         |                         |                     | Who will provide the leadership? Who will do the work? | What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes? |
| <b>Nine Characteristics Of Highly Effective Schools (NCOHES)</b><br><b>3.1 (NCOHES): 1,4,8,9</b><br>Priority 1<br>Provide translators for all school activities |  | 2006-07 SY                                       | Bilingual staff  |                         |                         |                     | Principal  | Increase parent involvement   |
| <b>3.2 (NCOHES): 1,2,3,4,7</b><br>Book study  | On Common Ground by Rick DuFour  | 2006/07 SY                                       |  |                         |                         |                     | Teachers, principal                                    | Discussion and reflection of new ideas  |
| <b>3.3 (NCOHES): 1,4,8,9</b><br>Review a plan to frequently contact parents   |  | 2006/07 SY                                       | Telephone, email, classroom/building newsletters                         |                         |                         |                     | Teachers and principal                                 | Self monitored by teacher checklist and call logs   |
| <b>3.4 (NCOHES): 1,4,8,</b><br>Offer parent support workshops: parent-teen, drug and alcohol awareness, life skills, bullying, WASL informations                | Parent training nights \$500 for supplies  | 2006/07 SY                                       | Translator is required   | \$600                   |                         |                     | Counselor and principal                                | Parent evaluations  |
| Two reading/math parent nights  | 20 teachers x 4 hours x \$30   |  | Translators needed   | \$2,400                 |                         |                     | Teachers and principal                                 | Parent survey and activity log  |

| <b>Activities to Achieve This Goal</b>   | <b>Professional Development</b>   | <b>Timeline</b>   | <b>Resources Available</b>   | <b>Finance Building</b> | <b>Finance District</b> | <b>Finance OSPI</b> | <b>Who Is Responsible? Who Is Involved?</b>  | <b>Monitoring Effectiveness</b>  |
|--|---|---|--|-------------------------|-------------------------|---------------------|--|--|
| <p>What actions will occur?</p> <p><b>Nine Characteristics Of Highly Effective Schools</b><br/> <b>4.1 (NCOHES): 1,2,3,4,6,8,9</b><br/>           Priority 1<br/>           Maintain an atmosphere of high behavioral expectations:<br/>           1) a calendar-based plan of collaboration time for review and revision of expectations.<br/>           2) create a shared language and common expectations.<br/>           1) Create a calendar of events for 2007/08 SY</p> <p><b>4.2 (NCOHES): 1,2,4,8,9</b><br/>           Priority 2<br/>           Develop meaningful connections between student behavior and natural consequences</p> <p><b>4.3 (NCOHES): 1,2,3,8,9</b><br/>           Priority 3<br/>           Celebrate Successes and recognition events</p> <p><b>4.4 (NCOHES): 1,2,3,4,6,8,9</b><br/>           Review and evaluate discipline plan</p> | <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p> <p>Review student expectations</p> <p>Review best practice which increase positive behavior</p> | <p>When will this strategy or action begin and end?</p> <p>2006/07 SY</p> | <p>What existing and new resources will be used to accomplish the activity?</p> <p>Staff and student handbook</p> <p>Bulleting boards, newsletters</p> |                         |                         |                     | <p>Who will provide the leadership? Who will do the work?</p> <p>Teachers, principal</p> <p>Principal and teachers</p> <p>Teacher, principal, EA's parents</p> <p>Teachers and principal</p> | <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>Pictures of events and student work visible in and outside classrooms</p> <p>Review data of discipline referrals</p> |