

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, 2008

Schoolwide Improvement Plan Title 1

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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 248 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, 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 40.9 per cent in the Hispanic minority group. Students enrolled in the free or reduced food program constitute 57.5% 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 GED classes.

Leadership/Planning Team Members

Tim Payne, Superintendent

William Varady, Principal

Aubrey Shaver, 4th Grade Teacher

Corey Davis, 5th Grade Teacher

Sasha Ferraro, 6th Grade Teacher

Jenny Detwiler, Librarian

Erika Atwood, Title 1

Marcia Daschofsky, Title 1 Assistant

Janie Maycumber, Parent Volunteer

(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.)

Participating Stakeholders

List everyone who participated in the development of the plan

| | |
|-----------------|--|
| Certified staff | Teachers - Aubrey Shaver, Corey Davis, Sasha Ferraro Librarian - Jenny Detwiler |
| Administrator | Principal - Bill Varady |
| District office | Superintendent - Tim Payne |
| Title I | Teacher - Erika Atwood Classified - Marcia Daschofsky |
| Parent | Janie Maycumber |

(SWP Note: At least one representative of the following groups must be involved in the development of the plan: parents, certified staff, classified staff, administrators, district staff, Title I staff. Students and community members may be involved)

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

Name: William Varady
Title: Principal
Phone: 509-522-3265
E-Mail: bvarady@cpps.org

Name: Erika Atwood
Title: Title 1 Specialist
Phone: 509-525-3265
E-Mail: eatwood@cpps.org

CPPS School Board 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: May 15th, 2008

Purpose of Plan

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 continue with 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.

SCHOOL STAFF SURVEY OF SCHOOL CHARACTERISTICS

To improve school quality and help students learn, school personnel need to identify their strengths and areas needing improvement. Obtaining your views about your school is an important part of this process.

The survey on the following pages was developed to generate discussion that can help your school improvement efforts. Each of the statements in the survey relate to one or more of the nine characteristics of high-performing schools. *(For more information on these types of schools, see <http://www.k12.wa.us/research/pubdocs/pdf/9charactfor%20SIP.pdf>)*

It will take you about 10 minutes to complete the survey. To ensure your responses remain confidential, your ratings will be combined with other staff and reported as a group. Completing the survey is voluntary, although we encourage you to respond honestly to help your school get a complete understanding of staff views. To help keep survey responses confidential, consider using an independent party (ESDs, universities, consultants, etc.) to give the survey and analyze the results.

Survey Scale The survey on the following pages uses a 5-point scale, from 1 meaning you “do not agree at all” to 5 meaning you “agree completely.” Indicate the number that best describes your level of agreement about each statement. If you have no knowledge to make an accurate selection, mark 0 in the first column (“no basis to judge”).

Before taking the survey, please complete the bottom half of this page. This information will be used for analysis purposes only, and results will not be reported for categories that have fewer than five (5) responses.

1. Your primary role (*check one*): Teacher Building administrator

Other certificated staff

Para-educator Other classified staff

2. Years working in your current role: 0–3 4–7 8–15 16 or more
(*include work in other locations*)

3. Years working in this school (*check one*): 0–3 4–7 8–15 16 or more

4. Grade(s) taught (*circle all that apply*): K 1 2 3 4 5 6 7 8 Not applicable

Comments: _____

Needs Assessment Survey:

| 1. Vision | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
|--|--------------------------|---------------------------|-----------------------|-------------------------|---------------------|-------------------------|
| a) The school has a clear sense of purpose. | 0 | 1 | 2 | 3 | 4 | 5 |
| b) I have a clear understanding of what the school is trying to achieve. | 0 | 1 | 2 | 3 | 4 | 5 |
| c) The staff shares a common understanding of what the school wants to achieve. | 0 | 1 | 2 | 3 | 4 | 5 |
| d) All staff are committed to achieving the school's goals. | 0 | 1 | 2 | 3 | 4 | 5 |
| 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 |
| 2. Standards/Expectations | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
| 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 |
| 3. Leadership | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
| 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 |

| 4. Collaboration/Communications | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
|--|--------------------------|---------------------------|-----------------------|-------------------------|---------------------|-------------------------|
| d) The school uses a system to obtain a variety of perspectives when making decisions. | 0 | 1 | 2 | 3 | 4 | 5 |
| e) Teachers discuss teaching issues on a regular basis. | 0 | 1 | 2 | 3 | 4 | 5 |
| f) Staff members work together to solve problems related to school issues. | 0 | 1 | 2 | 3 | 4 | 5 |
| g) The staff works in teams across grade levels to help increase student learning. | 0 | 1 | 2 | 3 | 4 | 5 |
| a) Staff routinely work together to plan what will be taught. | 0 | 1 | 2 | 3 | 4 | 5 |
| b) Teachers have frequent communication with the families of their students. | 0 | 1 | 2 | 3 | 4 | 5 |
| c) Staff members trust one another. | 0 | 1 | 2 | 3 | 4 | 5 |

| 5. Alignment to Standards | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
|---|--------------------------|---------------------------|-----------------------|-------------------------|---------------------|-------------------------|
| a) The school's curriculum is aligned with state standards (EALRs). | 0 | 1 | 2 | 3 | 4 | 5 |
| b) Instructional staff has 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 |

| 6. Monitoring of Teaching and Learning | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
|---|--------------------------|---------------------------|-----------------------|-------------------------|---------------------|-------------------------|
| 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 |

| 7. Professional Development | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
|---|--------------------------|---------------------------|-----------------------|-------------------------|---------------------|-------------------------|
| 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 professionally. | 0 | 1 | 2 | 3 | 4 | 5 |
| 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 |
| 8. Learning Environment | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
| 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 |
| 9. Family & Community Involvement | No basis to judge | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
| 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!

Use the following scale to guide your responses:

- 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 |
| 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 |

INTERMEDIATE SCHOOL STUDENT SURVEY

This survey asks for your opinions about your school. It will take about 5-10 minutes to finish. It uses a 5-point scale, with **1** meaning you “don’t agree at all” with the sentence, and **5** meaning you “agree completely.” Circle one number for each sentence. (Circle the **X** if you don’t know or have no opinion.) There is no right answer. Please respond honestly. *Your marks will be kept private.*

If you do not want to take the survey, check this box and return the blank survey.

School District _____ Date _____

School Name _____

Think about your school as you read each sentence. Then circle the number that best describes how much you agree with that sentence.

Use the following scale to guide your responses

- 5 *Strongly agree*
- 4 *Agree*
- 3 *Neutral (neither agree nor disagree)*
- 2 *Disagree*
- 1 *Strongly disagree*
- X *Don't know / No opinion*

| | Don't Know/ No Opinion | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|------------------------|-------------------|----------|---------|-------|----------------|
| 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 |

Title 1 School-Wide Needs Assessment 2007-2008

A comprehensive needs assessment was completed by each grade level based upon the WASL data from Spring 2007. The teachers selected a clear focus which included 6-9 key GLEs to assure learning for all students. They developed assessments that would track student learning on the selected focused GLEs. Each grade level developed student data sheets that included all students including regular education, special education, gifted, migrant, bilingual, as well as Title I with emphasis on our needs for disadvantaged students, were used to help each teacher guide their instruction and plan re-teaching for students that did not learn the GLE learning targets.

Our school has challenges that affect our results to assure all students do learn. These challenges included mobility rate, absenteeism, transitions between pullout programs and changes in grade levels and teachers year to year or more often.

The theme of our school is “unity” for student achievement focusing upon clear learning targets for **reading, writing and math**. This year we spent the majority of our late start Wednesday meetings working on goals to assure that all students would have higher achievement levels in these subjects. Furthermore, we dealt with the parent involvement and school climate needs at our bi-monthly staff meetings. We are addressing our family involvement concerns through increased family participation activities, keeping school and staff web-sites maintained and updated frequently, and also inviting parents into the school in different capacities.

Meadow Brook Intermediate School believes in continuous improvement and we practice it daily in our decisions about student achievement. Each day we greet our children with a fresh start to learn more than the day before. With this same gusto, we will address the needs of our school to improve learning for ALL; all students, all staff and all stakeholders in our community.

Please see the following Title II Part A needs assessment of 2007.

Title II Part A Needs Assessment

ALL SUMMARY DATA

School: Meadow Brook Intermediate

Staff Summary Data

| Characteristic | Total Response | Mean | Don't agree at all | Agree slightly | Agree somewhat | Agree mostly | Agree completely | Missing/NA |
|-------------------------------------|----------------|------|--------------------|----------------|----------------|--------------|------------------|------------|
| 1. Vision | 150 | 3.50 | 2.7% | 16.0% | 22.0% | 42.0% | 14.0% | 3.3% |
| 2. Standards | 125 | 3.48 | 3.2% | 12.0% | 26.4% | 48.8% | 8.8% | 0.8% |
| 3. Leadership | 150 | 3.53 | 5.3% | 13.3% | 20.0% | 43.3% | 16.7% | 1.3% |
| 4. Collaboration | 175 | 3.40 | 4.6% | 13.7% | 25.7% | 38.9% | 10.9% | 6.3% |
| 5. Alignment | 222 | 3.72 | 4.1% | 5.0% | 20.3% | 41.4% | 17.6% | 11.7% |
| 6. Monitoring | 175 | 3.31 | 4.0% | 12.6% | 25.7% | 40.0% | 3.4% | 14.3% |
| 7. Professional Development | 143 | 3.15 | 4.9% | 15.4% | 32.2% | 31.5% | 3.5% | 12.6% |
| 8. Environment | 200 | 3.55 | 4.0% | 9.0% | 26.5% | 44.0% | 13.0% | 3.5% |
| 9. Parent and Community involvement | 150 | 2.93 | 13.3% | 15.3% | 29.3% | 22.7% | 6.7% | 12.7% |
| Overall | 1490 | 3.42 | 5.0% | 12.0% | 25.1% | 39.3% | 10.9% | 7.7% |

Family Summary Data

| Characteristic | Total Response | Mean | Don't agree at all | Agree slightly | Agree somewhat | Agree mostly | Agree completely | Missing |
|-------------------------------------|----------------|------|--------------------|----------------|----------------|--------------|------------------|---------|
| 1. Vision | 659 | 3.88 | 3.0% | 7.4% | 19.7% | 38.1% | 31.7% | 0.0% |
| 2. Standards | 1410 | 3.91 | 2.6% | 7.1% | 19.8% | 37.4% | 33.1% | 0.0% |
| 3. Leadership | 1591 | 3.97 | 2.7% | 5.3% | 18.4% | 39.9% | 33.8% | 0.0% |
| 4. Collaboration | 1305 | 3.86 | 2.8% | 8.7% | 20.2% | 36.5% | 31.9% | 0.0% |
| 5. Alignment | 567 | 3.97 | 2.1% | 5.5% | 19.9% | 38.6% | 33.9% | 0.0% |
| 6. Monitoring | 974 | 3.91 | 2.6% | 8.0% | 19.6% | 35.0% | 34.8% | 0.0% |
| 7. Professional Development | NA | NA | NA | NA | NA | NA | NA | NA |
| 8. Environment | 1582 | 3.95 | 2.8% | 6.1% | 19.1% | 37.0% | 35.0% | 0.0% |
| 9. Parent and Community involvement | 795 | 3.81 | 2.8% | 10.4% | 20.4% | 35.5% | 30.9% | 0.0% |
| Overall | 8883 | 3.91 | 2.7% | 7.2% | 19.5% | 37.4% | 33.3% | 0.0% |

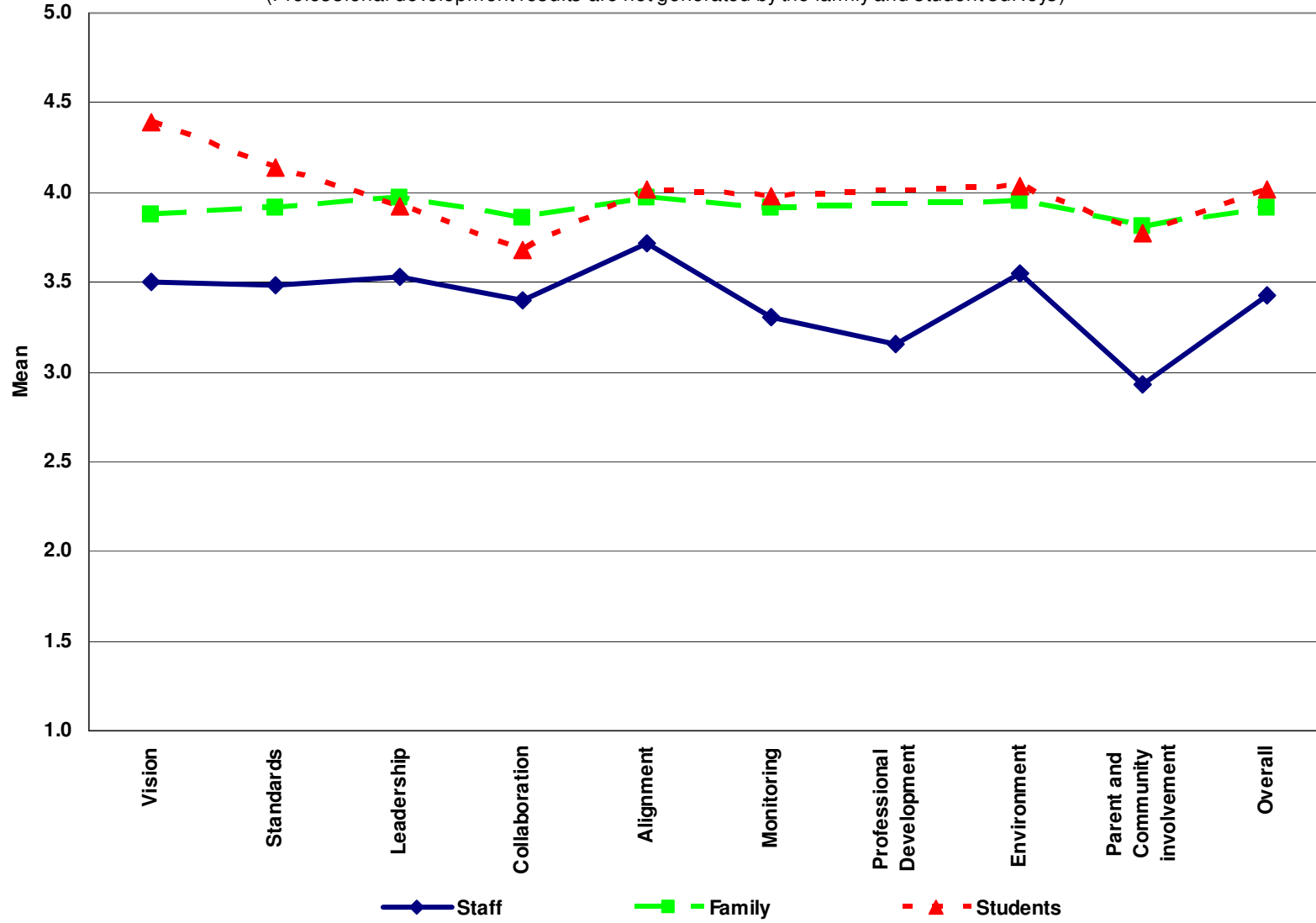
Student Summary Data

| Characteristic | Total Response | Mean | Don't agree at all | Agree slightly | Agree somewhat | Agree mostly | Agree completely | Missing/NA |
|-------------------------------------|----------------|------|--------------------|----------------|----------------|--------------|------------------|------------|
| 1. Vision | 1060 | 4.39 | 0.5% | 1.4% | 10.9% | 33.1% | 54.1% | 0.0% |
| 2. Standards | 2737 | 4.13 | 2.6% | 4.5% | 15.7% | 31.3% | 45.9% | 0.0% |
| 3. Leadership | 1699 | 3.92 | 3.9% | 7.1% | 20.5% | 29.8% | 38.7% | 0.0% |
| 4. Collaboration | 1031 | 3.68 | 6.0% | 11.2% | 22.9% | 28.3% | 31.6% | 0.0% |
| 5. Alignment | 1912 | 4.01 | 3.0% | 4.4% | 19.9% | 33.4% | 39.2% | 0.0% |
| 6. Monitoring | 1667 | 3.98 | 3.0% | 6.0% | 19.7% | 32.9% | 38.5% | 0.0% |
| 7. Professional Development | NA | NA | NA | NA | NA | NA | NA | NA |
| 8. Environment | 4875 | 4.04 | 3.3% | 5.0% | 18.4% | 31.2% | 42.0% | 0.0% |
| 9. Parent and Community involvement | 820 | 3.77 | 6.8% | 9.0% | 20.7% | 27.1% | 36.3% | 0.0% |
| Overall | 15801 | 4.02 | 3.4% | 5.5% | 18.4% | 31.2% | 41.5% | 0.0% |

All Nine Characteristics - Mean, Results by Group

Meadow Brook Intermediate, 39486

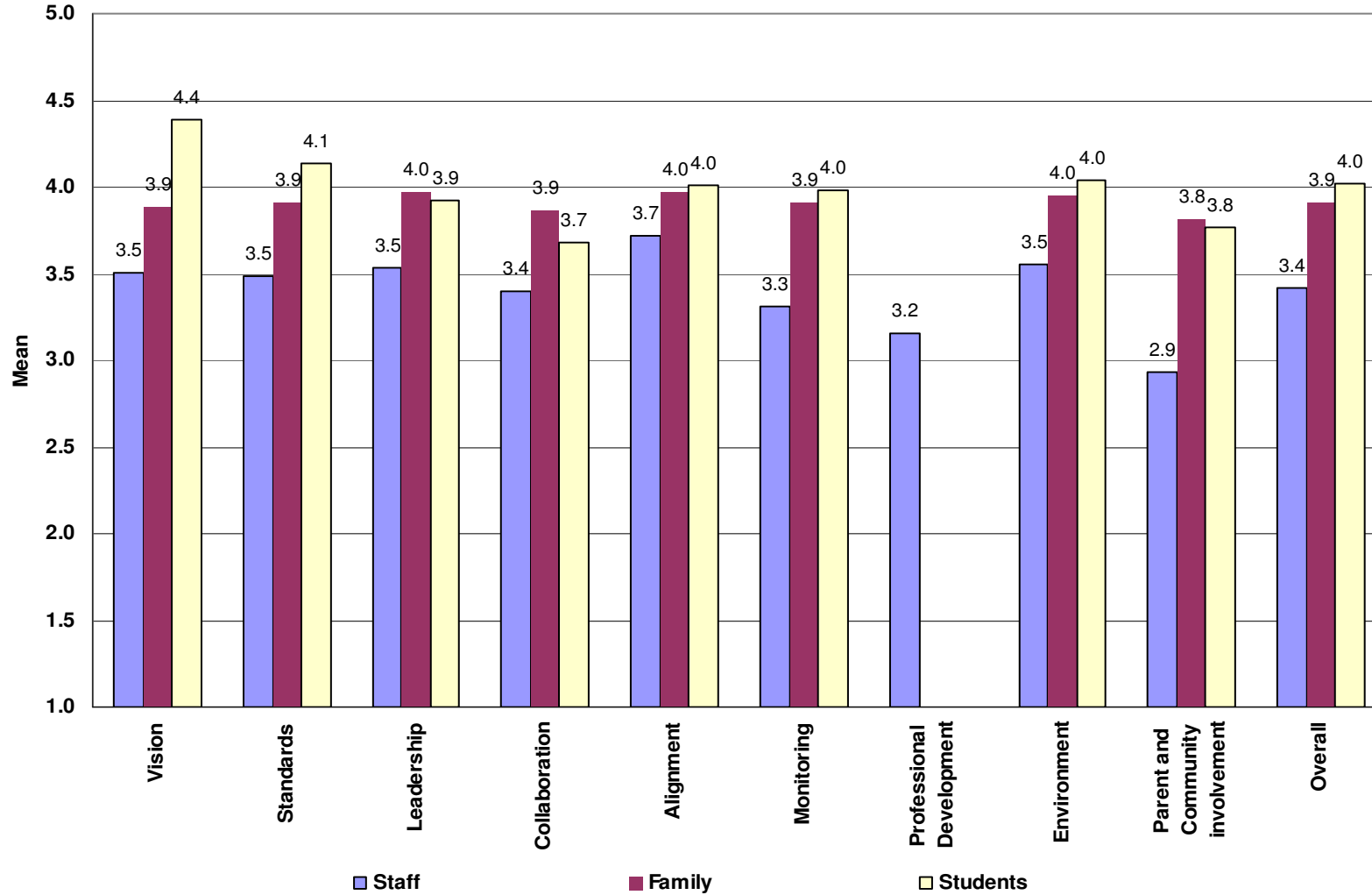
(Professional development results are not generated by the family and student surveys)



All Nine Characteristics - Mean, Results by Group

Meadow Brook Intermediate, 39486

(Professional development results are not generated by the family and :





DATA

Demographic Data

Meadow Brook Intermediate School has an actual student population of 259 students. Student population is 40.9% 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 57.4% 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 is often termed the 'bedroom community' of Walla Walla. 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.

| Enrollment | |
|--------------------------------------|-------|
| October 2006 Student Count | 259 |
| Gender (October 2006) | |
| Male | 53.7% |
| Female | 46.3% |
| Ethnicity (October 2006) | |
| American Indian/Alaskan Native | 1.2% |
| Asian | 0.8% |
| Black | 1.2% |
| Hispanic | 40.9% |
| White | 56.0% |
| Other Information (more info) | |
| Unexcused Absence Rate (2006-07) | 0.5% |

Student Achievement Data

WASL Trends

4th Grade

4th Grade Reading

| Year | School | District | State |
|---------|--------|----------|-------|
| 1997-98 | 37.1% | 37.8% | 55.6% |
| 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% |

4th Grade Math

| Year | School | District | State |
|---------|--------|----------|-------|
| 1997-98 | 16.9% | 17.1% | 31.2% |
| 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% |

4th Grade Writing

| Year | School | District | State |
|---------|--------|----------|-------|
| 1997-98 | 18.0% | 17.1% | 36.7% |
| 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% |

5th Grade

5th Grade Reading

| Year | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 73.6% | 73.6% | 76.3% |
| <u>2006-07</u> | 70.8% | 70.8% | 71.9% |

5th Grade Math

| Year | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 53.5% | 53.5% | 55.8% |
| <u>2006-07</u> | 51.7% | 51.7% | 59.5% |

5th Grade Science

| Year | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 26.0% | 26.0% | 35.7% |
| <u>2006-07</u> | 32.6% | 32.6% | 36.5% |

6th Grade

6th Grade Reading

| Year | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 56.8% | 56.8% | 66.7% |
| <u>2006-07</u> | 68.4% | 68.4% | 68.0% |

6th Grade Math

| Year | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 39.1% | 39.1% | 49.5% |
| <u>2006-07</u> | 41.8% | 41.8% | 49.6% |

WASL Breakdown 2006/2007

| Reading - Grade 4 | | |
|--|--------|---------|
| | Number | Percent |
| Meeting Standard | 61 | 76.3% |
| Level 4 (exceeds standard) | 20 | 25.0% |
| Level 3 (met standard) | 36 | 45.0% |
| MO (met standard) | 5 | 6.3% |
| Not Meeting Standard | 19 | 23.8% |
| Level 2 (below standard) | 14 | 17.5% |
| Level 1 (well below standard) | 5 | 6.3% |
| No Score | 0 | 0.0% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 0 | 0.0% |
| Total | 80 | 100% |
| Meeting Standard excluding No Score | | 76.3% |
| Alternate Assessment (see WAAS) | 2 | |
| WAAS Portfolio | 2 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 82 | |

| Writing - Grade 4 | | |
|--|--------|---------|
| | Number | Percent |
| Meeting Standard | 40 | 50.0% |
| Level 4 (exceeds standard) | 6 | 7.5% |
| Level 3 (met standard) | 33 | 41.3% |
| MO (met standard) | 1 | 1.3% |
| Not Meeting Standard | 40 | 50.0% |
| Level 2 (below standard) | 25 | 31.3% |
| Level 1 (well below standard) | 15 | 18.8% |
| No Score | 0 | 0.0% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 0 | 0.0% |
| Total | 80 | 100% |
| Meeting Standard excluding No Score | | 50.0% |
| Alternate Assessment (see WAAS) | 2 | |
| WAAS Portfolio | 2 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 82 | |

| Math - Grade 4 | | |
|--|--------|---------|
| | Number | Percent |
| Meeting Standard | 38 | 47.5% |
| Level 4 (exceeds standard) | 16 | 20.0% |
| Level 3 (met standard) | 21 | 26.3% |
| MO (met standard) | 1 | 1.3% |
| Not Meeting Standard | 42 | 52.5% |
| Level 2 (below standard) | 16 | 20.0% |
| Level 1 (well below standard) | 26 | 32.5% |
| No Score | 0 | 0.0% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 0 | 0.0% |
| Total | 80 | 100% |
| Meeting Standard excluding No Score | | 47.5% |
| Alternate Assessment (see WAAS) | 2 | |
| WAAS Portfolio | 2 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 82 | |

| Reading - Grade 5 | | |
|--|--------|---------|
| | Number | Percent |
| Meeting Standard | 63 | 70.8% |
| Level 4 (exceeds standard) | 23 | 25.8% |
| Level 3 (met standard) | 33 | 37.1% |
| MO (met standard) | 7 | 7.9% |
| Not Meeting Standard | 26 | 29.2% |
| Level 2 (below standard) | 21 | 23.6% |
| Level 1 (well below standard) | 4 | 4.5% |
| No Score | 1 | 1.1% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 1 | 1.1% |
| Total | 89 | 100% |
| Meeting Standard excluding No Score | | 71.6% |
| Alternate Assessment (see WAAS) | 0 | |
| WAAS Portfolio | 0 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 89 | |

| Math - Grade 5 | | |
|--|--------|---------|
| | Number | Percent |
| Meeting Standard | 46 | 51.7% |
| Level 4 (exceeds standard) | 20 | 22.5% |
| Level 3 (met standard) | 22 | 24.7% |
| MO (met standard) | 4 | 4.5% |
| Not Meeting Standard | 43 | 48.3% |
| Level 2 (below standard) | 17 | 19.1% |
| Level 1 (well below standard) | 26 | 29.2% |
| No Score | 0 | 0.0% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 0 | 0.0% |
| Total | 89 | 100% |
| Meeting Standard excluding No Score | | 51.7% |
| Alternate Assessment (see WAAS) | 0 | |
| WAAS Portfolio | 0 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 89 | |

| Science - Grade 5 | | |
|--|--------|---------|
| | Number | Percent |
| Meeting Standard | 29 | 32.6% |
| Level 4 (exceeds standard) | 3 | 3.4% |
| Level 3 (met standard) | 22 | 24.7% |
| MO (met standard) | 4 | 4.5% |
| Not Meeting Standard | 60 | 67.4% |
| Level 2 (below standard) | 35 | 39.3% |
| Level 1 (well below standard) | 24 | 27.0% |
| No Score | 1 | 1.1% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 1 | 1.1% |
| Total | 89 | 100% |
| Meeting Standard excluding No Score | | 33.0% |
| Alternate Assessment (see WAAS) | 0 | |
| WAAS Portfolio | 0 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 89 | |

| Reading - Grade 6 | | |
|--|---------------|----------------|
| | <u>Number</u> | <u>Percent</u> |
| Meeting Standard | 54 | 68.4% |
| Level 4 (exceeds standard) | 17 | 21.5% |
| Level 3 (met standard) | 37 | 46.8% |
| MO (met standard) | 0 | 0.0% |
| Not Meeting Standard | 25 | 31.6% |
| Level 2 (below standard) | 20 | 25.3% |
| Level 1 (well below standard) | 5 | 6.3% |
| No Score | 0 | 0.0% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 0 | 0.0% |
| Total | 79 | 100% |
| Meeting Standard excluding No Score | | 68.4% |
| Alternate Assessment (see WAAS) | 1 | |
| WAAS Portfolio | 1 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 80 | |

| Math - Grade 6 | | |
|--|---------------|----------------|
| | <u>Number</u> | <u>Percent</u> |
| Meeting Standard | 33 | 41.8% |
| Level 4 (exceeds standard) | 9 | 11.4% |
| Level 3 (met standard) | 24 | 30.4% |
| MO (met standard) | 0 | 0.0% |
| Not Meeting Standard | 46 | 58.2% |
| Level 2 (below standard) | 27 | 34.2% |
| Level 1 (well below standard) | 19 | 24.1% |
| No Score | 0 | 0.0% |
| Unexcused Absence, Refusal | 0 | 0.0% |
| Other* | 0 | 0.0% |
| Total | 79 | 100% |
| Meeting Standard excluding No Score | | 41.8% |
| Alternate Assessment (see WAAS) | 1 | |
| WAAS Portfolio | 1 | |
| WAAS DAW** | 0 | |
| Not included in test calculations | 0 | |
| Excused Absence | 0 | |
| Exempted*** | 0 | |
| Total Enrollment | 80 | |



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

(Required for Title 1 SWP)

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 continue to 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 21st Century Learning Grant for students needing extra assistance in math. This opportunity gives students some quality time outside the regular classroom to master skills.

Parent Involvement:

A calendar of events will be prepared and made available on-line to provide parents with advance notice of learning opportunities. Informational parent nights will be provided by local contacts to keep parents knowledgeable of student needs (i.e. drug and alcohol abuse, WASL, Science) 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 district will also be offering free classes for parents to earn their GED as well as ESL courses. Meadow Brook Intermediate will utilize the 2007-2008 Parent Involvement Plan and Procedures to ensure appropriate Parent Involvement.

(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 |
|---------------------------|--|--|-------------------------|--------------------|--|
| Parent Involvement | Back-to-School BBQ | Lead by Principal, all staff participation | Once a year | Parent Involvement | Attendance and Parent Feedback |
| | Inform parents before assemblies for Students of the Month | Teachers | Monthly | General | Attendance and Parent Feedback |
| | Update our school web-page | School Technology Coordinator | Monthly | Technology Funds | Hits on school web-site |
| | Create group-serve database of parents | School Technology Coordinator | Once, Updated as needed | Technology Funds | As allowed by district policy |
| | Monthly Newsletter sent home as well as e-mailed and made available on our school web-site | Secretarial Staff | Monthly | General | e-mail will need to be determined as per policy. |
| | End of the year celebration (i.e. ice cream social) | Lead by Councilor with all-staff participation | Once a year | Parent Involvement | Attendance and Parent Feedback |
| | Musical Performances/Concerts | Music teacher, attended by all staff | Twice a year | General | Attendance and Parent Feedback |
| | Parent Classes for GED and ESL | 21st Century Staff | Classes held Weekly | 21st Century Grant | Attendance |

| Area of Focus | Action Plan | Who is Responsible | Frequency | Funding Source | Monitoring |
|---------------------------------|---|--|------------------|--------------------------|--|
| Professional Development | Wednesday late start collaboration time to continue with specific relevant trainings | Principal to lead with whole staff participation | Weekly | General Funds | Weekly logs from teams |
| | Take advantage of opportunities to attend national conferences | Principal | Once yearly | WEA and Travel | Attendance of Conferences and sharing of knowledge |
| | Provide specific job-related trainings on LID days | Principal | Quarterly | Professional Development | Implementation of knowledge |
| | Classified staff to have the option to attend all staff trainings and Wednesday morning late start meetings | Principal | When applicable | NA | Attendance Sheet |

| Area of Focus | Action Plan | Who is Responsible | Frequency | Funding Source | Monitoring |
|----------------------|--|---------------------------|------------------|-----------------------|----------------------|
| Collaboration | Use late start Wednesday to have cross-grade level meetings including classified | Principal | Monthly | NA | Attendance |
| | All staff discussions of major student issues at biweekly staff meetings. | Principal | Bi-weekly | NA | |
| | Use records day for team planning of following quarter and data analysis | Principal | Quarterly | NA | Team log of planning |
| | E-mail staff meeting notes to all staff | Principal | Weekly | NA | |

| Area of Focus | Action Plan | Who is Responsible | Frequency | Funding Source | Monitoring |
|-------------------------------------|--|---|---------------------------------|----------------|--------------------|
| Monitoring of Teaching and Learning | Vertical Planning days on Wednesday Late Starts once a month | Principal | Monthly | NA | Attendance |
| | Schedule in time to analyze MAPS and WASL data at Grade level | Principal | After first two testing windows | NA | Team log |
| | Develop and implement a student behavior plan with staff input | Dean of students with all staff participation | Once yearly | NA | Discipline records |
| | Schedule in time specific interventions with specialist for specific students according to MAPS data | Title specialist | When needed | NA | Some Wednesdays |

Professional Development 2003-2004

| | |
|------------|---|
| 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 |
| 8/14-15/03 | Literacy First - Intensive Reading Training – Kristen Wegner |
| 8/18-19/03 | Literacy First – Reading in the Content Area Training – Mike Collins, Sandra April, Carol Garbe |
| 8/25/03 | LID -- Building Implement Training -- Davis & M.B. DRA, Kids Compass. Educational Assistants Included (AM) |
| 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 |
| 9/26/03 | Literacy First – Dr. Sharon Faber – Training for all staff – Best Reading Practices and Strategies (PM) |
| 10/6-7/03 | Literacy First – Reading in the Content Area Training-Mike Collins |
| 10/7-8/03 | Meadow Brook Audit – OSPI Team – Parent meetings, Staff meetings, Interviews, Report submitted to state |
| 10/8-9/03 | Literacy First - Intensive Reading Training – Kristen Wegner, Sandra April |
| 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 |
| 11/13/03 | Literacy First - Reading in the Content Area Training-Mike Collins, Carol Garbe |
| 11/14/03 | Literacy First - Intensive Reading Training – Kristen Wegner, Sandra April |
| 11/5/03 | WAAS – Alternative Assessment Training- Portfolios Options -OSPI – Lisa Wheaton, Ross Stremcha |
| 11/5/03 | WASL Wagon - State Assessment Information – Math & Science- Lori Kissinger |

| | |
|------------|---|
| 11/10/03 | Behavior Disorder Symposium – Lisa Wheaton |
| 11/12/03 | SIP Team meeting – Unpacking the Mission Statement – Planning on facilitation of creating a mission for our school |
| 11/18/03 | Rebecca Sitton Spelling Resources Training - Sandra April |
| 11/20/03 | Guided Reading Training –Sandra April , Lisa Wheaton, Gretchen Foertsch, Ryan Lackey, Corey Davis, January Pietila |
| 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 |
| 12/3/03 | Literacy First – Dr. Sharon Faber – in building – observing – meeting with teachers – Kristen Wegner, Mike Collins |
| 12/8/03 | SIP Team meeting – planning for delayed start on Dec. 10 th . Delegate roles for the Unpacking of the mission statement. Create an agenda for Dec. 10 th . 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 th 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 – Mark Ferraro, January Pietila, Mike Collins, Carol Garbe |
| 1/14/04 | SIP Team meeting. Reviewed data gathered for the Data Carousel on Jan. 16 th . |
| 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 th . Identified the themes from narratives generated at the Data Carousel. |

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| 1/28/04 | Literacy First – Dr. Sharon Faber – in building – observing – meeting with teachers – Kristen Wegner, Mike Collins |
| 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. |
| 2/3/04 | Math Assessment -Grade level expectations, WASL – Sasha Kroum, Ryan Lackey, Lori Sutherland, Marcia Daschofsky, Mamie Tennent |
| 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. |
| <u>Study Teams</u> | <u>Reading:</u> Sandra, Danielle, Ryan, Lori K., Gretchen, Jenny <u>Math:</u> Sasha, Mary Lou, Mark, Kristen, Curtis, Mike <u>C & C / SLE:</u> Lisa, Ross, January, Lori S., Corey, Shane, Josh, Elissa |
| 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 |
| 2/25/04 | Literacy First – Dr. Sharon Faber – in building – observing – meeting with teachers – Kristen Wegner, Mike Collins |
| 2/26/04 | Visitation to Blue Ridge - Ross Stremcha, Jenny Detwiler, Sasha Kroum, 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 Kroum, Corey Davis, Lori Sutherland, Mary Lou Geraud |

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| 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 |
| 4/21-24/2004 | NCTM 82nd Annual Meeting Defining Mathematics for All Philadelphia, Pennsylvania Sasha Kroum |
| 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 |

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| 4/26-27/04 | Family Math – Facilitator Training Workshop – sponsored by Mathematics Engineering Science Achievement (MESA) Sasha Kroum, Danielle Starr, Mike Collins |
| 5/17/04 | Literacy First – Dr. Sharon Faber – in building – observing – meeting with teachers – Kristen Wegner, Mike Collins |
| 5/17/04 | School Board meeting – 7:00 PM Apprise of any new changes |
| 5/18/04 | Four Blocks- The Effective Framework for Maximizing Reading & Writing Achievement – Training – Spokane, January Pietila, Sandra April, Jenny Detwiler |
| 5/18/04 | Literacy First – Dr. Sharon Faber – in building – observing – meeting with teachers – Kristen Wegner, Mike Collins |
| 5/21/04 | Early Dismissal-12:30 PM “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 Kroum, Susan Garrett, and Jenny Detewiler |
| 7/21/04 | Effective Second Language Acquisition – Presenter-Stephen Krashen Portland, OR Lori Kissinger, Ryan Lackey |

2004-2005

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| July 21-22 | Effective Second Language Acquisition - Presenter - Stephen Krashen, Portland, OR - Lori Kissinger, Ryan Lackey, Mary Lou Geraud |
| Aug. 17-18 | Literacy First - Content Area Reading - Lori Sutherland |
| Aug. 18 | Risk Management / Evaluation Training - Larry MacGuffie– Canfield Insurance - Admin Team |
| Aug. 19-20 | Literacy First - Intensive Reading Training - Kristen, Danielle |
| Aug. 2-5 | OSPI Summer Institute - Yakima - Maria Elena Garcia, Carol Garbe |
| Aug. 9-13 | Elementary Math Institute - Pasco ESD Mark Ferraro, Lisa Franklin, Corey Davis, Lori Kissinger |
| Aug. 9-13 | Middle School Math Institute - Pasco ESD Sasha Kroum, Lori Sutherland, Mike Collins, Danielle Starr, Kristen Wegner |
| Aug. | Math Helping Corps Cadre meetings-- Developing the Developer--ongoing throughout the year - Sasha Kroum |
| Aug. 23 | Northwest Regional Lab. - Professional Learning Teams - Jerian Abel & Mary Foulk - Certified staff & E.A.'s |

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| Sept. 3 | Measures of Academic Progress (MAP) Training - All District Certified Staff |
| Sept. 10 | Reading Coach training - Spokane School District - Lori Kissinger |
| Sept. 10 | Math Helping Corps - Training Session - Math Coach - Sasha Kroum, Mike Collins, Lori Sutherland, Kristen Wegner, Danielle Starr |
| Sept. 20 | Connected Math Training - Debi Rydeski -MHC Regional Coordinator, ESD 123 -- Sasha Kroum |
| Sept. 23-24 | Data Interpretation and Use - Edie Holcomb - Ellensburg - Information to assist in using data for more student success, Sasha Kroum, Jenny Detwiler, Lori Kissinger, Maria Elena Garcia, Carol Garbe, Tim Payne |
| Oct. 7-9 | NorthWest Math Conference - Sasha Kroum |
| Oct. 8 | "What to do if they can not speak English?" Larry Tucker Implementation of ELL strategies |
| Oct. 12 | Literacy First - Intensive Reading Training - Kristen, Danielle |
| Oct. 18 | Literacy First - Content Area Reading - Lori Sutherland |
| Nov. 8 | Literacy First - Intensive Reading Training - Kristen, Danielle, Lori K. |
| Nov. 15 | Literacy First - Content Area Reading - Lori Sutherland |
| Nov. 17 | Northwest Regional Lab. - Professional Learning Teams - Jerian Abel & Mary Foulk - Certified staff & E.A.'s |
| Dec. 13 | Investigations Training at ESD 123- Sasha Kroum |
| Jan 18-20 | OSPI "Igniting Innovation" Conference (Carol, Mary Lou, Ross, Ryan) |
| Feb. 11 | Diversity & Poverty - Victor Chacón (All District Training) |
| Feb. 16 | Literacy First - Content Area Reading - Lori Sutherland |
| Feb. 16 | Northwest Regional Lab. - Professional Learning Teams - Jacqueline Raphael & Mary Foulk - Certified staff & E.A.'s |
| Feb. 24 | Literacy First - Intensive Reading Training, Kristen, Danielle, Lori |
| Feb. 28- March 1 | The Path to Adequate Yearly Progress, Best Practices and Research-Based Tools for NW Schools (Danielle, Lisa, January, Carol) |
| Mar 17-18 | Professional Learning Communities - NWRL (Mary Lou, Jenny, Ryan, Mike, January, Carol) |
| March 24 | Connected Math Training - Sasha Kroum facilitating - 5th & 6th grade teachers |
| March 29 | Renn Learn Accelerated Reader Conference - Jenny Detwiler |
| March 29 | Eddie Holcombe - Cohort II and III Realities of Implementation |

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| March 31 | Investigations Training - Sasha Kroum facilitating - 4th grade, Sped. Ed. teachers |
| April 6-9 | NCTM - California, Sasha Kroum |
| April 14 | Connected Math Training - Sasha Kroum facilitating - 5th & 6th grade teachers |
| May 6 | Four Square Writing - Danielle, Kristen, Lori S., Mike, Mark, Corey, January, Mary Lou, Rebecca, Ross, Lisa, Elissa |
| May 9-11 | NWRL Lesson Study Symposium - Mary Lou, Danielle, January |
| May 10 | Investigations Training - Sasha Kroum facilitating - 4th grade, Sped. Ed. teachers |
| May 20 | Investigations Training - Sasha Kroum facilitating - 4th grade, Sped. Ed. teachers |
| June 1 | Washington State K-12 Reading Model Guide Training, Lori K., Danielle, Mr. Payne |
| June 22-25 | OSPI Summer Institute - Wenatchee |

2006-2007

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| 7/06 | LASER Training - Pietila, Maib |
| 10/06 | WASL Wagon – WASL assessment training - Pietila |
| 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 - Starr, Sloan, Aguilar |
| 9/13/06 | Staff member participated in Math WASL scoring, item writing, and range finding - Maib |
| 9/13/06 | Code of Professional Conduct - All Staff |
| 9/20/06 | ESD Learning Tech. – Staff development on use of library technology and ESD tools - All Staff |
| 9/20/06 | Reading WASL Involvement – Staff members participated in Reading WASL scoring, item writing, and range finding - Maib, Starr |
| 9/27/06 | Case Study – Magic Bullet 90/90/90 - All Staff |
| 10/11/06 | Case Study – Brazosport School District - All Staff |
| 10/11/06 | Belief and Reality Diagram – Illustrating the disparity between what we believe students can achieve and where we are achieving. - All Staff |
| 10/18/06 | Venn Diagram Comparison of Sager/MB and case study schools |
| 10/25/06 | Control and Influence Diagram - Variables – Success for All – Develop rubric for control variables - All Staff |
| 11/1/06 | 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, |
| 1/07 | OSPI Winter Institute - Starr, Lackey, Peterson, Ferraro, Schroeder |

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| 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 |
| 6/2007 | CMP Summer Math Institute S. M. Ferraro Ferraro, , Collins, Longmire, Lackey, Shaver, Ugaldea, Davis, Schroeder, Starr Begin work on ESL endorsement Starr, Sloan, Aguilar |
| 6/07 | Writing WASL Scoring - Pietila |

2007-2008

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| 3/ 8-9-10-11/07 | Math and Language Arts. Certified and Classified staff. PLC Assessment Taught by Ted, Darin, Mike and Becky |
| 10/25/07 | K-8 Math, Reading, Science and Writing. Embedded Professional Development---Job Alike Meetings. |
| 11/02/07 | First Steps Math, Technology- Microsoft Office Products, Maps Knowledge Academy and Accelerated Reader and Accelerated Math |
| 11/02/07 | School Improvement team meeting to discuss plan |

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| 02/19/08 | K-8 Math, Reading, Science and Writing. Embedded Professional Development—Job Alike Meetings. |
| 05/05/08 | Mapping of Math, Reading and Professional Calendar |
| 06/06/08 | Curriculum Mapping and Data Analysis |

(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 will be upgraded to include voice mail, sometime in the coming year.
- ❖ MB school will utilize the Parent Involvement Plan to meet Parent Involvement plans and goals.

(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

Fiscal Requirements **(Required of Title I SWP)**

List all federal and state funds allocated to this plan

| Funding Source | Amount | How Funds Support SWP |
|-----------------------|--------------------------|---|
| State BEA | | |
| State LAP | | |
| Local Levy | | |
| Fed. Dept. of Ed | | |
| Title IA | \$50,555.00 \$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: 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.

Fiscal Requirements

(Required of Title I 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.



TECHNICAL ASSISTANCE

Technical Assistance

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

| 1. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance. | | |
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| Date | Provider | Type of Assistance |
| Spring 2008 | Meadow Brook Int. School | Principal, Teachers, Staff Members, Title I Director, and the School Improvement Team participated in the development of the plan and provided support for the process and data analysis. |