



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, 2007

Schoolwide Improvement Plan

Title 1

Contents

Introduction

- Guiding Principals of School Improvement Planning

Description of School Community and Team Members

- Overview of Meadow Brook
- Leadership/Planning Team Members
- Participating Stakeholders
- Title 1 Schoolwide Program Contacts
- District Review Team Members

School Portfolio

- Purpose of Plan
- Shared Vision and Guiding Principles of Meadow Brook
- Creating the Portfolio
- Description of Data Carrousel
- Summary of Meadow Brook's Strengths
- Title 1 Schoolwide Needs Assessment
- Title II Part A Needs Assessment

Data

- Demographic Data
- Student Achievement Data
- 4th Grade WASL Data

Improvement Goals

School Improvement Plan

Contents (Continued)

Action Plans

- Instructional Program Description
- Action Plans
- Professional Development
- Parent Involvement
- Coordination/Integration of Other Programs

Summary of Progress

- Monitoring the Plan

Fiscal Requirements

- Funding Sources
- Funding Description

Technical Assistance



INTRODUCTION

Guiding Principles of Schoolwide 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. 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. Students enrolled in the free or reduced food program constitute 65% of our population. Twenty-five to thirty percent of our students leave us during the year; some do return.

Our school boundary includes a diverse population. Forty-eight percent of our students are in the Hispanic minority group. College Place School District has created a computer lab at the Day Care Center on the outskirts of our community to provide internet access for Hispanic students and parents.

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 College. All are private educational institutions sharing community resources with College Place School District.

The opening of Wal*Mart has provided a positive partnership in this community. Wal*Mart staff and managers have been very supportive of Meadow Brook. They have assisted with the Meaningful Work Program, Accelerated Reader Parent Nights, WASL Parent Nights, and the campus beautification project. The recently opened Home Depot will also add to the resources for the city of College Place.

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. Meadow Brook hosts a Student Talent Show in the spring. 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: Accelerated Reader Parent Night, Math Night, WASL Parent Night, D.A.R.E. Graduation Night, Conferences, and Parent Meetings for partnering on student learning.

Leadership/Planning Team Members

Tim Payne - Superintendent

Name & Title

Jeff Peterson - Principal

Name & Title

Ryan Lackey - 4th Grade Teacher

Name & Title

Rebecca Schroeder - 5th Grade Teacher

Name & Title

Mark Ferraro - 6th Grade Teacher

Name & Title

Danielle Starr - Title 1 Reading Specialist

Name & Title

Mrs. Daschofsky - Title 1 Educational Assistant

Name & Title

Tracey Longmire - Parent

Name & Title

(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,
Administrator,
District office staff,
Title I staff.
Classified staff,
Parent

(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 Schoolwide Program Contacts

(Required of Title 1 SWP)

Carol Garbe, Special Programs Director

Name & Title

509-525-4827

Phone

cgarbge@cpps.org

Email

Danielle Starr - Title 1 Reading Specialist

Name & Title

509-522-3265

Phone

dstarr@cpps.org

Email

Jeff Peterson - Building Principal

Name & Title

509-522-3265

Phone

jpeterson@cpps.org

Email

District Review Team Members

List the names and titles of the District Review Team Members (This "team" may be the district's Board of Directors)

Paul Hartwig - Board Member

Name & Title

Julie Hill - Board Member

Name & Title

Bob Geiger - Board Member

Name & Title

Ginger Ketting-Weller - Board Member

Name & Title

John Davin - Board Member

Name & Title

Tim Payne - Superintendent

Name & Title

Date of District Review: May 17, 2007



SCHOOL PORTFOLIO

Purpose of Plan

Plan Purpose:

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

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

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

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

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

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

Shared Vision and Guiding Principles of Meadow Brook Intermediate

District Vision: Focusing on kids and their learning

Meadow Brook Vision: All for one, One for all “focusing on kids and their learning”

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.

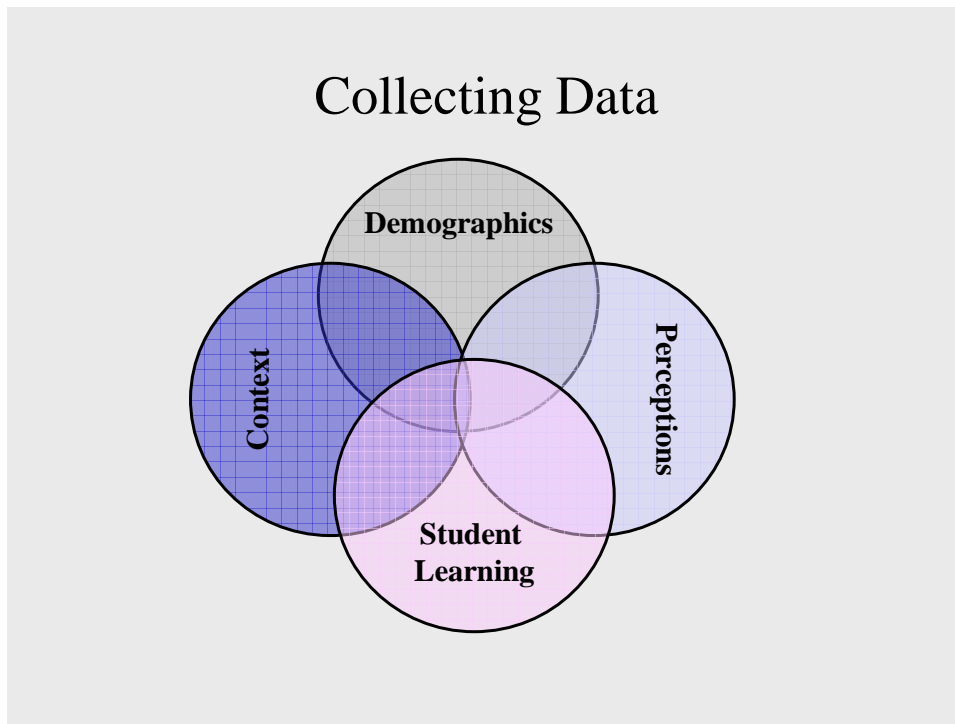
We believe we can help children acquire the knowledge and skills they need for lifelong learning and to prepare them to become responsible citizens.

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 four categories, (1) demographic, (2) school context, (3) student achievement, and (4) perception. Data will be added periodically to reflect progress toward our goals.



(SWP Note: Data must be collected to assess strengths and challenges in the following areas: organization of the school year and day, professional development, curriculum and instruction, and family/community involvement.)

(ALL Schools Note: Data must be included to assess parent/community involvement and integration of technology)

Assessing Strengths and Areas of Concern Using the Data Carrousel

Stakeholders (all certificated, classified staff, & parent representatives) analyzed data using a "data carrousel" activity. Data displays were created for each data category. Stakeholders rotated from table to table analyzing the data to discern Meadow Brook Intermediate strengths and areas of concern. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top five concerns. Individual rating and rankings were used to create a composite rating and ranking resulting in a prioritized list of concerns on which to base the improvement plan.

Source of Data	Perception	Strength	Challenge
ESS Student	Student perception of a supportive learning environment low.		C
	Improving Reading & Math scores		C
	The students who took the survey feel good about their school and staff	S	
	45% of the survey takers have been at M.B. for 3 years showing some stability	S	
	All of the students weren't surveyed		C
	80% of students are aware of high standards / expectations		
	25% of responding students are non-English speakers at home		C
Parent	Parents are comfortable with our teaching ability	S	
	Hispanic & white populations are about equal in the amount of surveys completed.	S	
	55% of respondents indicated strong collaboration with the community 50 parents fill out surveys, of these 50, they have positive perceptions of M.B.	S	C
Staff	More teachers than any other group took the survey		C
	Communication & collaboration with the community is low.		C
	Staff feels positive about our overall environment	S	
	Frequent monitoring of teaching & learning low		C
	Perceived strength in professional development	S	
	When we don't know we say we don't know	S	

Source of Data	Student Learning	Strength	Challenge
STAR/IRI	<p>STAR test and IRI have discrepancy</p> <p>Data reflects that half the students are enrolling @ more than 1 year below grade level in reading.</p> <p>4th Grade - 76% below grade level 5th Grade - 60% below grade level 6th Grade - 55% below grade level</p> <p>IRI seems to show more kids successfully @ or above grade level than the STAR test. Are these tests reliable - how do the two fit together? Which do we report to parents?</p> <p>Higher students are making more gains; lower students gains are much lower. Above grade level has almost doubled 4th-6th grade</p>		C C C C
WASL	<p>34.8% of 4th graders met AYP for reading. 56.2% is required by WA State</p> <p>35.6% of 4th graders met AYP for reading. 22.7% is required by WA State</p> <p>10% of ELL students met reading standard AYP for reading is 56.2%</p> <p>Compared to state 51% - 4th grade M.B. Spec. Ed. Students are significantly lower in meeting reading standard (< 10%)</p> <p>A positive trend is seen in number of 4th grade students meeting standard in writing.</p> <p>In 03 we are approximately 22% away from reading bar and 13% away from math bar - working toward moving target!</p> <p>We are closer to our goal in math than reading</p> <p>Are not making consistent progress in any area</p> <p>No significant increase in Math between 4th - 7th (same students)</p> <p>Reading level decreasing 4th to 7th grade</p> <p>Writing is improving at all levels</p> <p>Spec. Ed. Students are below the State in reading</p> <p>ELL way below the AYP goal in writing, reading, & math</p> <p>Students in 7th grade perform better on the WASL (in all areas) than 4th grade students</p>	S S S S S S	C C C C C C C

Source of Data	Student Learning	Strength	Challenge
WASL	Maintained Reading standards between 4 th & 7 th grade (35%)	S	C
	From '96 to '03, 4 th grade WASL scores have showed a trend of improvement across all subject areas	S	
	WASL scores indicate that math is our area of greatest concern at both 4 th and 7 th grades		
	Writing improvement at M.B. is evident from a comparison of 4 th & 7 th grade WASL scores.	S	

Source of Data	Contextual	Strength	Challenge
Healthy Youth Survey	Last year's 6 th graders were above the state average in use of cigarettes, alcohol, and marijuana		C
	89% of last year's 6 th graders felt safe in school	S	
	Last year's 6 th graders showed 10% above the state average in feeling bullied 43%		C
	There is a discrepancy between the percentage of students being bullied & the percentage of 6 th graders that felt safe.		C
Discipline Graphs	Of last year's 6 th graders only 48% enjoyed school		C
	75 % of all offenses were committed by white, male, 6 th graders		C
	30 % of referrals reflect willful disobedience and disrespect		C
	45.3% of the referrals deal with bullying		C
	83 % of referrals are detention		C
	No expulsion	S	
	Out of school suspensions minimal	S	
	1.6% referred for damage to school property	S	
	Only 50% of students want to be at school	C	
	Discipline dealt with in house	S	

Source of Data	Demographic	Strength	Challenge
OSPI Profile of M.B.	In 02-03, 62.6% of M.B. students qualified for free/reduced lunch		C
	Hispanic students at M.B. 40.2%, White students at M.B. 55.3%	S	
	Gender split is close—Male 52.7%, Female 47.3%	S	
Attend. Graphs	Most unexcused absences come from 4 th grade when they are taking the WASL		C
	The unexcused absence rate has risen from 0% in 02-03 to +/- 9% in 03-04 (monitored for AYP)		C
	0% of students had unexcused absences in 02-03	S	
	4 th grade attendance for 03-04 is 89%		C
	The Hispanic enrollment decreases by 14% from 4 th to 6 th grade		C
	8 students withdrew the first calendar month of the year		C

Meadow Brook's Prioritized Areas Concerns

Themes	Priority	Is it a Strength?	Is it a Challenge?	Most Critical?	Target Areas
CIA Curriculum, Instruction, & Assessment	Need to meet AYP in reading and math		C	Addressing large gap between groups	Special populations - reading and math
	Not making progress in any one area (WASL)		C	YES (two groups)	All content areas Track individual students from to year - K-8 mastery of knowledge Plans to integrate curriculum and instruction, goals and strategies in all programs. (Spec. Ed., P.E., Music, ELL, etc.) (Scheduling)
	IRI, STAR, & WASL are all saying different things		C		Do we need to analyze?
	We do not know what spelling level students are at		C		
	50% of students @ 4 th grade come in below grade level		C	YES (two groups)	Multiple grade mastery - bringing them to the bar-reach grade level

Themes	Priority	Is it a Strength?	Is it a Challenge?	Most Critical?	Target Areas
Supportive Learning Environment	Students do not feel safe		C	Bullying	Discipline - teach to appropriate behavior
	Only 48% of students want to be at school -		C		
	Hispanic students at M.B. are 40.2 % of population		C	Help Hispanic students	Cultural and language training for staff
	Discipline		C	Anti bullying curriculum	Consequences with meat - examine discipline policy- determine bottom line- expulsion - teach problem solving (Saturday school?) Instruction - provide active learning to facilitate motivation
	75% of all offenses were committed y white, male, 6 th graders		C		
Attendance			C	Perception that school is not a priority	Truant Officer Parent communication - education on priority of attendance in school

Themes	Priority	Is it a Strength?	Is it a Challenge?	Most Critical?	Target Areas
C & C Communication & Collaboration	Communication & Collaboration with community is low		C	YES	More and improved contact with Hispanic population
	Common language is lacking among staff		C	YES - among staff and working with students	
	Communication and collaboration K-4, 5-7, K-8		C	Time for staff to stop, think, and talk	WASL scores
			C	Planning together in K-4, 5-7, and K-8 - focusing on WASL success	
	District wide collaboration			Everyone K-8	

Title 1 Schoolwide Needs Assessment 2006-2007

A comprehensive needs assessment was completed by each grade level based upon the WASL data from Spring 2006. 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.

This year our main theme was "unity" for student achievement; which focuses upon clear learning targets for reading, writing and math. 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 tried to improve our parent involvement with arena style conferences. We addressed school climate issues on a regular basis including students that we had concerns about and policies and procedures to improve our systems to help our school climate.

We are in the process of completing a needs assessment that is aligned to the nine characteristics of high performing schools. This survey will allow us to gain confidential feedback from our teachers allowing us to plan to meet the needs of our targeted populations at Meadow Brook Intermediate School. We will address the following areas and set goals with the results of this needs assessment.

- Assessment
- Instructional Strategies
- Curriculum Development
- Instructional Leadership
- Understand the Learning Process

- High Levels of Parent Involvement
- Professional Development
- Building Climate

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 attached Title II Part A needs assessment of 2007.

Please see the past needs assessment using the data carousel. We continue to review this to guide our building's needs to improve learning for ALL students and staff.

Title II Part A Needs Assessment

1. BUILDING...ASSIGNMENT			
Certified	9	82%	
Classified	2	18%	
2. ASSESSMENT:			
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Yes	Not Yet	<div style="border: 1px solid black; padding: 5px;"> Launched April 29, 2007 Meadow Brook Inter. Email invites 28 Visits 22 Partials 0 Completes 11 </div>
The primary focus of assessment is to promote learning, not to measure and report it.	7 64%	4 36%	
Teachers use content standards as the basis for their curriculum, assessment, and instructional decision-making.	8 73%	3 27%	
The school has a philosophy and a system of grading that ensure consistency among teachers (for example, groups of teachers regularly score student work and select anchor papers as exemplars).	5 45%	6 55%	
Faculty have developed an assessment system that tells them whether their work produces changes in student achievement. They meet to discuss assessment data on a regular basis.	6 55%	5 45%	
Faculty analyze assessment results to compare achievement among various student populations.	6 55%	5 45%	
Students are given multiple assessments, including portfolio tasks, writing projects, and collaborative assessments.	5 45%	6 55%	
Students and parents receive anchor products and scoring guidelines as a frame of reference for assessing performance.	2 18%	9 82%	
Students can explain how their work relates to targeted standards.	5 45%	6 55%	
3. INSTRUCTIONAL STRATEGIES:			
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	YES	NOT YET	
Learning activities are focused on the essential understandings, concepts, and key skills of the topic being studied.	10 91%	1 9%	
Teachers use a variety of instructional strategies (such as problem-based learning, direct instruction, centers, complex	8	3	

instruction, tiered activities, and contracts) with a mix of whole class, small group, and independent study as appropriate.	73%	27%
Teachers acknowledge learner's differences and modify learning activities to meet the diverse needs, interests, and learning styles of their students.	9 82%	2 18%
Students know exactly where the unit of study is headed, what is required of them, and how their work will be assessed.	7 64%	4 36%
Teacher-student interactions (such as questioning, probing, journal prompts, and feedback) stimulate student reflection and encourage self-assessment and self-adjustment.	8 73%	3 27%
Assessment is a continuous process for monitoring student progress and is used to shape instruction.	8 73%	3 27%
Teachers use multiple ways to assess student learning.	10 91%	1 9%
Teachers act as guides and facilitators of student learning (rather than purveyors of knowledge) and students are actively engaged in learning, making some choices and taking responsibility for learning.	9 82%	2 18%

4. CURRICULUM DEVELOPMENT:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	YES	NOT YET
The district curriculum is mapped to show big ideas, essential questions, and core performance tasks.	4 36%	7 64%
Curriculum units and assessments are shared and reviewed among the staff.	5 45%	6 55%
Curriculum is designed according to explicit standards and quality control measures.	5 45%	6 55%
Curriculum is designed for depth rather than breadth.	6 55%	5 45%
Team planning, team teaching, and critical examination of the curriculum are encouraged.	9 82%	2 18%
Integration of the curriculum is viewed as a positive method to reduce fragmentation and provide meaningful content for students.	5 45%	6 55%
Teachers view the textbook as a resource rather than their course syllabus.	7 64%	4 36%

5. INSTRUCTIONAL LEADERSHIP

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	YES	NOT YET

Teacher performance appraisal is grounded in teaching standards, aligned with multiple measures of student learning, and linked to professional development planning	6 55%	5 45%
Teacher evaluation and supervision are differentiated based on professional experience and needs	6 55%	5 45%
The supervision process ensures that feedback is sought, welcomed and used by staff to improve professional practice	6 55%	5 45%
The school improvement plan is linked to student learning results, the related instructional needs, measurable district goals, and professional development plans	8 73%	3 27%
Teacher study groups and action research results inform school/district instructional practice for improved student learning	2 18%	9 82%
When teachers are not scheduled with students, some time is devoted to reviewing student work, analyzing assessment results, and doing collaborative planning and reflection	6 55%	5 45%
A fully operational induction program is in place that includes peer coaching, assigned mentors for beginning teachers, mentor training, and funding for substitute teachers and program materials	2 20%	8 80%

6. UNDERSTANDING THE LEARNING PROCESS

	YES	NOT YET
	Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	
Students are taught to think about how they think. Students know, for example, how they learn best, and they understand that there are many ways of being "smart."	8 73%	3 27%
Teachers believe they are collaborators in the learning process with their students, and they give students opportunities to make decisions in the classroom.	9 82%	2 18%
Students have choices in how they express their learning. They are encouraged to demonstrate what they know in different ways.	7 64%	4 36%
Teachers understand that students must be able to express their points of view, reflect on their conceptions, and have those conceptions challenged if they are to grow intellectually and form new understandings.	9 82%	2 18%
Teachers and students work together to create safe, non-threatening classrooms, places where all students feel encouraged to participate in the learning process.	10 100%	0 0%
Teachers are familiar with theories of learning, such as multiple intelligences, learning styles, and constructivism	10 91%	1 9%
Teachers understand the importance of incorporating laughter	10	1

and purposeful movement in the classroom to truly engage all students in learning.	91%	9%
Teachers understand that the brain learns by teaching and, therefore, provide opportunities for students to "teach" or explain what they have just learned--in their own words--to a partner or the class.	9	2
	82%	18%

7. HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	YES	NOT YET
		3
This school encourages parent involvement.	27%	73%
Our teachers effectively communicate student progress to parents.	9	2
	82%	18%
With important decisions we collaborate with parents and community.	2	9
	18%	82%
Parents and community understand the expectations & standards of this school.	4	7
	36%	64%
We have a process for sharing reading information and progress with parents.	7	2
	78%	22%
We have a process for sharing math information and progress with parents.	7	4
	64%	36%
This school has activities to celebrate our clients' cultures.	2	7
	22%	78%
This school can provide communication in the language of all parents and students.	4	7
	36%	64%

8. Parent Involvement suggestions:

Please send home and advertise using multi- media for school board meetings that have to do with program changes.

9. PROFESSIONAL DEVELOPMENT:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	YES	NOT YET
	My principal communicates with me about professional development.	5
	45%	55%
This school has a process for determining what focused professional development is needed.	1	10
	9%	91%
There is collaboration among staff members to improve student learning.	10	1
	91%	9%
Teachers are engaged in professional development activities to enhance reading instruction.	9	2
	82%	18%
Teachers are engaged in professional development activities to	9	2

enhance math instruction.	82%	18%
	2	9
District and building professional development are aligned.	18%	82%

10. What additional professional development activities do you feel are needed:

Grade Level

Training in PLC work - specifically assessment, formation & use, and remediation, intervention strategies, behavior management

Building Level

General PLC concepts - how the teams are supposed to work

District Level

Alignment (standards, curriculum, assessment), on a district wide level
more access to classes that relate to pro. cert.

11. BUILDING CLIMATE:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Unsatisfactory	Unsatisfactory	No Opinion/ Neutral	Satisfactory	Very Satisfactory
Collegiality among faculty members in your school.	0 0%	0 0%	2 18%	8 73%	1 9%
Inter-grade level collegiality among faculty members	1 9%	1 9%	4 36%	2 18%	3 27%
Reputation of our institution	0 0%	6 55%	2 18%	3 27%	0 0%
Reputation of our staff	0 0%	1 9%	3 27%	6 55%	1 9%
Reputation of our students	0 0%	3 27%	3 27%	4 36%	1 9%

12. Building Climate suggestions:

Get a decent principal who will be here more than 1 year. 5 admins in less than 3 years is VERY detrimental to building climate. Wow - never seen anything like it. Also - communications from the District level are rarely positive or well received due to their tone.

13. Please list any other items/areas which have been very satisfactory.

The new reading curriculum has been great. The work in alignment and assessment which has really gotten off the ground this year in Meadowbrook & Sager. We have a high quality and dedicated staff - love working with them.

14. Please list any other items/areas which have been unsatisfactory.

District level communications tend to be either poor or negative/high pressure in content. Also - very poor communication between Davis & Meadowbrook - Davis must get on board with alignment to state standards and join Meadowbrook & Sager in that alignment process (as done through our PLC work).



Data

Demographic Data

Meadow Brook Intermediate School has an actual student population of 260 students. Student population is 40% 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 70% 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 College 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 8300. 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 2005 Student Count	260
Gender (October 2005)	
Male	51.2%
Female	48.8%
Ethnicity (October 2005)	
American Indian/Alaskan Native	0.8%
Asian	1.2%
Black	1.5%
Hispanic	42.7%
White	53.8%
Other Information (more info)	
Unexcused Absence Rate (2005-06)	0.4%

Student Achievement Data

WASL Trends

4th Grade Reading

Year	School	District	State
1996-97	28.8%	36.4%	47.9%
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%

4th Grade Math

Year	School	District	State
1996-97	9.6%	19.2%	21.4%
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%

4th Grade Writing

Year	School	District	State
1996-97	16.4%	25.3%	42.8%
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%

4th Grade WASL 2005/2006

Reading - Grade 4	
	Percent
Meeting Standard	72.5%
Level 4 (exceeds standard)	24.6%
Level 3 (met standard)	47.8%
MO (met standard)	0.0%
Not Meeting Standard	27.5%
Level 2 (below standard)	21.7%
Level 1 (well below standard)	5.8%
No Score	0.0%
Unexcused Absence, Refusal	0.0%
Other*	0.0%
Total	100%
Meeting Standard excluding No Score	72.5%

Math - Grade 4	
	Percent
Meeting Standard	55.9%
Level 4 (exceeds standard)	19.1%
Level 3 (met standard)	36.8%
MO (met standard)	0.0%
Not Meeting Standard	44.1%
Level 2 (below standard)	29.4%
Level 1 (well below standard)	14.7%
No Score	0.0%
Unexcused Absence, Refusal	0.0%
Other*	0.0%
Total	100%
Meeting Standard excluding No Score	55.9%

Writing - Grade 4	
	Percent
Meeting Standard	29.9%
Level 4 (exceeds standard)	1.3%
Level 3 (met standard)	28.6%
MO (met standard)	0.0%
Not Meeting Standard	70.1%
Level 2 (below standard)	35.1%
Level 1 (well below standard)	35.1%
No Score	0.0%
Unexcused Absence, Refusal	0.0%
Other*	0.0%
Total	100%
Meeting Standard excluding No Score	29.9%



Improvement Goals

Improvement Goals

Based on the prioritized areas of concern, stakeholders developed the following improvement goals:

Reading Goal

- Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 79.7% by 2007 in reading as measured by the WASL or a 10% increase of students achieving standards per year.

Math Goal

- Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 61.4% by 2007 in math as measured by the WASL or a 10% increase of students achieving standards per year.

Writing Goal

- Meadow Brook Intermediate School will make adequate yearly progress in all cells by meeting or exceeding the state uniform bar to 32.9 by 2007 in writing as measured by WASL or a 10% increase of students achieving standard per year.



ACTION PLANS

Instructional Program Description

(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. They 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.

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.

An extended day will be continued for a group of students needing extra assistance in reading. This opportunity gives students some quality time outside the regular classroom to master skills.

Math

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

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

"Investigations" and "CMP" units will be developed for implementation. This program will require time and effort to prepare and implement. Grade levels will be working together with the Math Coach 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 will be facilitated by a Title 1 Math Coach. This math coach will model lessons for the classroom teacher.

An extended day will be continued for a group of 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 to provide parents with advance notice of learning opportunities. Student led reading and math parent nights will be re-established to build a collaborative partnering with parents. 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) 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, rather than a poorly attended WASL night.

(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 Plans

The reports compiled by the individual teams of Meadow Brook Intermediate School used the following guide in formatting the information.

From (list your team): _____

Question One

Where we've been? Tell about the 2005-2006 school improvement efforts

Question Two

Where we are? Tell about this year to add on to this information about your team's work.

Step 1: We started our school improvement process by reviewing "Best Practices" in schools and districts that are achieving at the 90% level of their students learning academic standards. This promotes the belief that all kids can learn and we control enough variables to make sure all students achieve. We have listed our control variables and built rubrics to model "At Standard Performance" as teachers.

Step 2: Effective collaboration by team/department has agreed upon "what effective collaboration looks like to improve student achievement".

Step 3: Each team has selected their beginning Grade Level Expectations (GLE) focus. These objectives are what the team has selected as the most important learning's to start the assessment tracking for each student. Clear agreed upon focus is one of our most important control variables.

Step 4: These goals to improve student achievement are WASL aligned from reviewing our WASL results. This was done by the whole group on a late start Wednesday and several teams reviewed each student's WASL results to help them select the areas to focus upon to help all students learn. We still need to fine tune this step to be sure we are addressing the needs from the WASL data.

Step 5: We are using our Late Start Wednesdays to work as collaborative teams to select learning targets, set goals, build assessments, share results of assessments, use student tracking tools to share, monitor and adjust our teaching efforts, thus creating synergistic teamwork to improve student learning for all.

Step 6: We have developed a school wide rubric to increase teaching time on WASL aligned teaching points.

Step 7: We will plan to closely disaggregate and analyze the WASL items by grade level/department and vertical teams to plan teaching points. We will decide upon core learning's (power standards) at each grade level. These will be discovered and taught and re-taught to provide multiple opportunities for student achievement. Students will have additional opportunities to learn these vital few GLEs. This includes vertical teams to decide our core learning's for students for each quarter.

Question Three

Next year's school improvement needs? Add on to these ideas

Step 8: Plan to develop performance indicators assessments to check progress at all grades, along with intervention plans developed by teachers by grade level/department.

Step 9: Plan to develop instructional calendars with plotted teaching points that are aligned to performance indicators (WASL aligned teaching points).

Meadow Brook Intermediate School

4th Grade Team

Team Leaders Jenny Detwiler and Ryan Lackey; January Pietila,
Charlene Maib, Aubrey Shaver, Angie DeSomber

Question One

Where we've been?

In 2005-2006 Meadow Brook School improvement efforts included:

- 3 subject based teams at Meadow Brook School - reading, math, and writing, included a teacher from all grade levels 4-6 and specialists per team
- Researched and shared with staff "best practices" in assigned subject area
- Completed book study on: *Strategies that Work*
- Began a book study on: *Words Their Way*
- Meadow Brook/ Sager Staff collaborated to analyze WASL data and trends for both schools for previous year
- Professional Learning Communities Conference (DuFour). MB sent a team to attend this conference
- Learned about highly effective collaboration involving homogenous teams (all same-grade or same-subject teacher on the same team), focusing on standards-based learning targets, and effectively using assessments to raise student performance.

Question Two

Where we are?

2006-2007 School year at MB:

- Reorganized into the school into 3 grade level teams with specialists dispersed throughout
- Evaluated data from fall district wide assessment scores to determine student skill deficits (Priority 1)
- Created pre-test, targeted instruction, post-test and evaluation of results of number sense
- Utilized our Accelerated Math program for intervention, maintenance and enrichment(Accelerated Math is recommended by O.S.P.I. for intervention in Math)
- Aligned Math Grade Level Expectations by quarter for common planning for 2007-2008
- Developed pre-test and post-test activities for Math Grade Level Expectations

- Curriculum alignment to new Math Grade Level Expectations
- Used flexible reading intervention model based on assessments (Priority 3, 4)
- Trained in Investigations math program (August '06 weeklong workshop)(Priority 4)

Question Three

Next year's school improvement needs?

4th grade Team plans for 2007-2008

We will analyze student data to identify instructional needs and appropriate assessments for GLEs. Assessment analysis will be used to distinguish areas and students requiring additional support. Continue to work in our PLC (Professional Learning Communities) grade level teams as established.

Math & Language Arts:

- Follow our GLE quarterly schedule for Math
- Develop Language Arts GLE quarterly schedule
- Develop a plan and schedule of teaching, assessing, and intervention for students to achieve success at each GLE
- Flexible grade level 'walk to read' and 'walk to math' placing students at appropriate instructional level
- Schedule morning blocks for Math and Language Arts
- Involve common instructional time in all blocks
- Expand grade level intervention support to allow flexible grouping for Language Arts and Math
- Develop and implement expectations for classroom—specialist communication so that the specialist and teacher become mutual resources rather than supplanting the other
- Allow for time to complete each of the planning sessions so implementation may follow
- Develop pre-test and post-test activities for Math GLEs
- Meet as a grade level team, including specialist and administration, to analyze data and develop individualized student plans twice yearly (suggested times: following MAP testing in October and February) Request $\frac{1}{2}$ day sessions per classroom to accomplish this task both times
- Continue use of late start Wednesday time to be used for grade level PLC work (ongoing student assessments to meet GLE requirements). This year this has been the only provided time all members of the team can meet.

- Continue to develop and refine process of transitioning students from one grade level to the next and one building to the next (Davis to Meadow Brook and Meadow Brook to Sager).
- Work towards vertical alignment in state assessed academic areas (Language Arts, Math, Science) within the district
- Offer Extended Day for targeted students
- Offer Homework Club if funding allows
- Scheduled common planning time at grade level
- Designate state L.I.D. days, $\frac{1}{2}$ of building retreat and the district retreat day to be opportunities to work on:
 - Vertical alignment of curriculum (whole district)
 - Evaluation of individual student needs (grade level, possibly with Teachers from last year and counselors in attendance in the fall)
 - Entering/editing students into A.R. and A.M. systems
 - ERASR tests
 - planning for increasing parent involvement in school

Technology:

- Continue to utilize Accelerated Math (identified by the State as an effective intervention and enrichment program)
- Continue to utilize Accelerated Reader as a motivational and developmentally appropriate reading support
- Follow district technology continuum
- Update technology (computers and projectors) in order to meet GLE support in all academic areas

School Climate:

- Maintain and enrich positive parent/community relationships
- Offer additional parent/community opportunities such as: WASL Parent Night, Math Night, Reading Night, etc.
- Continue to celebrate student successes with activities such as the monthly recognition assemblies currently used at Meadow Brook School
- Evaluate and readjust the discipline plan at Meadow Brook School to accommodate the needs of students served in our grade levels

Meadow Brook Intermediate School

5th Grade Team

Team Leader Rebecca Schroeder, Corey Davis, Holli Ugaldea,
Curtis Sloan, Danielle Starr, Tracy Longmire, Ross Stremcha

Question One

Where have we been?

In 2005-2006 Meadowbrook was split into subject based teams - reading, math, and writing, with representatives from each grade level plus specialists on each team. Teams met on Wednesday mornings to discuss best practices in their content area, and each team shared their findings with the staff throughout the year at the whole group Wednesday meetings. We also did a book study as a staff on Reading Strategies that Work. Staff also began a study on Words their Way. We also met with Sager staff to analyze WASL data from the previous year, and to look at what those trends were indicated by the data.

In May of 2006 a number of staff attended the Professional Learning Communities conference with the DuFour's. We learned about highly effective methods for using our Wednesday teams which involves working in homogenous teams (all same-grade or same-subject teachers on the same team), focusing on standards-based learning targets, and effectively using assessments and data to raise student performance. These methods are all strongly supportive of our school's SIP goals. This strategy is being used across the country to turn low-performing schools into high-performing schools.

Question Two

Where are we?

In 2006-2007 we have structured our Wednesday teams around the Professional Learning Communities model (SIP Priority 2). Our Team began the year by analyzing MAPS, STAR, and WASL data to target our lowest areas of student performance (SIP priority 1). We used the test data to develop student groupings in math and language arts (SIP LA Priority 4 and Math Priority 6). We also looked at methods used by low to high performing schools. Since writing was a low area in our district and writing was shown to be a factor in improving student performance in all areas, we chose this area first. We created a writing rubric based on the 6-Traits to use as the scoring standard in our classes (Writing SIP priority). We then created 3 assessments aligned with the Writing GLE's. Instruction is followed by these

assessments, and students who are not able to meet the GLE's as tested on the assessments are provided with opportunities for re-instruction. We also constructed student data tracking tools to record results of assessments.

Next, we moved into math. All 5th grade team members attended the CMP training in August of 2006 (Math SIP Priority 4, 5). Again, we analyzed data to find weak points in student performance. We also compared our curriculum with the math GLE's. We have currently constructed 5 assessments to check student performance in meeting math GLE's. We are primarily using the CMP units, and have found supplemental materials in Scott Foresman and elsewhere to meet GLE's which CMP does not address. We have also completed a year-long plan for addressing the math GLE's, targeting 8-10 GLE's per quarter.

We plan to move next into reading. We have worked with our reading coach to learn WASL scoring, and to instruct the students in performance goals as well. We are using the WASL based prompts provided by our new Harcourt Reading curriculum.

This collaboration by all 5th grade teachers has resulted in targeted focus on improving low areas in our grade level as revealed by test data, use of common vocabulary and materials in instruction (Math SIP priority 6), and more specific re-instruction for students who were not able to meet the learning targets after initial instruction. The team also recommended certain low-performing students for participation in Extended Day to support their learning (Math and LA SIP priority).

Question 3

Next year's school improvement needs?

We plan to continue working in our grade level team to analyze data for student needs, construct assessments for all GLE's to guide instruction, and refine assessments created this year, and have ongoing analysis of those assessments to address students who need additional support and reinstruction. We plan to construct year-long curriculum/GLE maps in all subject areas. We believe it is vital for the district to have all grade levels work together for vertical alignment of curriculum in order to ensure that all students have the opportunity to meet the state's GLE requirements. In order to do these, we will continue to follow items which are currently listed in the SIP. We would also like to request support in the following areas:

Math and Reading:

- We request the time of $\frac{1}{2}$ day at the beginning and middle of the year to analyze data and organize students for flexible grouping in math and reading. It is suggested that the afternoon of the first Professional Development day of the year, which is usually the first Friday during the week of the kids' return, be used for this purpose. This would enable us to use data and our own observations to make the initial flexible groups. In January, after the completion of the mid-year MAPS testing, another afternoon would allow us to analyze students' progress, and make adjustments in grouping according to the data received at that time.
- We would like to request that the 2 hour job-alike LID days (currently 4 throughout the year) be used strictly for vertical alignment. Each grade level team would send a representative, and there would be math, reading, and writing teams. On these days, work would be done to vertically align curriculum to meet GLE requirements across grade levels across the district. It would be expected that all team members would bring their GLE books and curriculum materials to this meeting. It would be preferable, if possible, instead of having four 2-hour times, to have one full day so that this work could be completed without interruption.
- We believe that the late start Wednesdays should continue to be almost exclusively reserved for the continuing work of grade level teams for using data, creating assessments, and addressing student needs in meeting GLE requirements.
- We believe that further staff development in PLC theory, use of assessments, and successful forms of intervention is essential. We would like to see the full-day Professional Development days focus on these areas. If possible, we would like to see funding to pay staff for reading related books and have studies/discussions on them. Similar plans have been used in districts, paying teachers approximately \$50 for each book read, as decided by staff and administration to meet current needs, doing 2-4 books per year. Our library already has enough copies of Rick DuFour's "On Common Ground" - perhaps we could start with this book.
- We would like to continue using the Accelerated Reader and Accelerated Math programs as designated in the SIP. However, we have definite technological limitations. One of our team's classrooms has had no student computers for most of the year, another has had only 1 for most of the year. Our hardware is so old that it is often unreliable in using these programs. We would like to request a minimum of 2-4 working student computers in each classroom.

- Our training in using the *Connected Math and Investigations* curriculum showed us that having access to a document camera is a highly beneficial technological support for these math programs. We would like to request a projector/document camera for each of our team's classrooms.
- We have seen definite results from the Extended Day program in targeting students who require additional support in math and reading. We would like to see this program continue.

In Technology: (see computers and document cameras, mentioned above for reading and math).

School Climate:

- Develop a late start calendar, primarily devoting late starts to grade level work as described above.
- Develop a specific SIP team, based on the content area cross-grade-level teams, to support SIP progress throughout the year and to work on adjustments as needed at year-end.
- Continue to have a Principal's Advisory Team.

Meadow Brook Intermediate School

6th Grade Team

Team Leaders Mike Collins and Mark Ferraro; Sasha Ferraro

Question One

Where we've been?

In an attempt to become more vertically aligned, Meadow Brook was split into subject based teams (reading, math, and writing) that had representatives from each grade level and the specialists were distributed among the different teams for our Wednesday morning meetings. This was an extension of the Professional Learning Communities which we had incorporated the year prior. Several of our staff were sent to workshops on Critical Friends, Lesson Study, and Professional Learning Teams and we had two trainers come and give workshops at the beginning of the year and the end.

Sixth grade teachers, along with Sager staff, attended workshops and were trained by Lit. First. Several of these strategies and best practices were shared with the rest of the staff and there were two book studies.

A staff member scored the writing WASL and she shared some strategies for improving scores. Other staff members also provided professional development by sharing pertinent ideas and strategies at several of our Wednesday morning meetings.

Question Two

Where we are?

In addition to the steps above, we also:

1. Participated in training for administration and interpretation of assessments including Maps and WASL.
2. Collected ongoing data to identify reading and math strengths and weaknesses.
3. Continued MAP, Fluency, and STAR testing for the purpose of screening, placement, and progress monitoring.
4. Developed student work samples to include a scored work sample response to WASL type reading, writing, and math prompts.
5. Focused on best practices for a balanced literacy program which included instructional strategies for the following: Phonemic awareness, word attack skills, vocabulary, fluency and comprehension.
6. Reviewed and maintained Accelerated Reader and Math.

7. Planned and implemented appropriate and flexible groups of students by reviewing multiple measures based on reading and language needs.
8. Continued to develop and refine transitioning of students from grade levels and buildings.
9. Offered extended school day for targeted students.
10. WASL scored and analyzed student work with state rubrics.
11. Followed district Math Learning Continuum and maintained curriculum alignment.
12. Several staff members attended CMP training in the summer.
13. Planned and prepared future Math units for instruction.
14. Used computer/server/shared files to promote dialog, collaboration, and sharing of instructional strategies.
15. Promoted the use of manipulatives and technology in mathematics.
16. Introduced and implemented a new discipline plan at Meadow Brook.
17. Celebrated student successes with a monthly recognition assembly.

Question Three

Next year's school improvement needs?

In addition to the steps above, we also plan to:

Math and Reading:

1. Participate in additional training for administration and interpretation of assessments including MAP and WASL.
2. Collect ongoing data to identify reading and math strengths and weaknesses.
3. Continue MAP, Fluency, and STAR testing for the purpose of screening, placement, and progress monitoring.
4. Continue to develop student work samples to include a scored work sample response to WASL type reading, writing, and math prompts.
5. Continue focusing on best practices for a balanced literacy program which include instructional strategies for the following: Phonemic awareness, word attack skills, vocabulary, fluency and comprehension.
6. Review and maintain Accelerated Reader and Math.
7. Plan and implement appropriate and flexible groups of students by reviewing multiple measures based on reading and language needs.
8. Continue to develop and refine transitioning of students from grade levels and buildings.
9. Offer extended school day for targeted students.
10. WASL score and analyze student work with state rubrics.
11. Follow district Math Learning Continuum and maintain curriculum alignment.

12. Plan and prepare future Math units for instruction.
13. Use computer/server/shared files to promote dialog, collaboration, and sharing of instructional strategies.
14. Promote the use of manipulatives and technology in mathematics.

School Environment:

15. Continue to evaluate and adjust the discipline plan at Meadow Brook.
16. Celebrate student successes with a monthly recognition assembly.
17. Continue to maintain and enrich relationships with parents.

District Environment and Effectiveness:

18. We would like to plan, collaborate, and promote a K-8 Vertical Alignment of Instruction. In order to successfully align instruction and offer students the opportunity to learn, teachers need tools, processes, time, materials, resources, and support. We will strive to achieve this goal by using the two hour L.I.D. days as Job Alike days and delegate additional time throughout the year for this important task.
19. The Effective Schools Research indicates that effective schools have the following in common: a clear and focused mission, a safe and orderly environment, high expectations for success, an opportunity to learn (time on learning), frequent monitoring of student progress, instructional leadership, and positive home-school relationships. Our team will analyze strengths and weaknesses to focus on throughout the year.

Professional Development

Date	Professional Development Opportunity	Staff Involved
7/06	LASER Training	Pietila, Maib
10/06	WASL Wagon - WASL assessment training	Pietila
06-07	Math WASL Involvement - Staff member participated in Math WASL scoring, item writing, and range finding	Maib
06-07	Reading WASL Involvement - Staff members participated in Reading WASL scoring, item writing, and range finding	Maib, Starr
06-07	Teacher working towards National Board Certification	Maib
8/07	CMP Summer Math Institute	S. Ferraro, M. Ferraro, Collins, Longmire, Lackey, Shaver, Ugaldea, Davis, Schroeder, Starr
8/26/07	Begin work on ESL endorsement	Starr, Sloan, Aguilar
9/13/06	Code of Professional Conduct	All Staff
9/20/06	ESD Learning Tech. - Staff development on use of library	All Staff

	technology and ESD tools	
9/27/07	Case Study - Magic Bullet 90/90/90	All Staff
10/11/07	Case Study - Brazosport School District	All Staff
10/18/07	Venn Diagram Comparison of Sager/MB and case study schools	All Staff
10/25/07	Control and Influence Diagram - Variables - Success for All - Develop rubric for control variables	All Staff
11/1/07	Belief and Reality Diagram - Illustrating the disparity between what we believe students can achieving and where we are achieving.	All Staff
1/07	OSPI Winter Institute	Starr, Lackey, Peterson, Ferraro, Schroeder
1/07	OSPI Sharing - Staff members attending Winter Institute shared their learning in small groups and at grade level meetings	All Staff
2/07	Round Robin Support Group - Teachers meeting to discuss Good-Bye Round Robin and to discover alternatives to round robin reading method.	Starr, Schroeder, Ugaldea, Collins, Davis, Aguilar, Pietila, Hessler, Stremcha
2/07	ELL Cadre - Two staff members joined a cadre with ESD 105 - MERO, to become trainers in SIOP methods. Sheltered instruction methods will be	Starr, Maib

	shared with staff when training is complete.	
3/ 8-9-10-11/07	Effective Schools Conference - Staff members attended a national conference on what it means to be an effective school.	Peterson, Collins, Detwiler, Schroeder
3/07 Wednesdays	Effective Schools Sharing - Staff members shared their learnings from Effective Schools Conference	All Staff
5/17/07 - 5/18/07	Assessment for Learning Conference: Next Steps for Professional Learning Communities	Peterson, Schroeder, Lackey, S. Ferraro
6/07	Writing WASL Scoring	Pietila

(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 Schoolwide, 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, some time in the coming year.

(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, LAP, and GEAR UP. 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.

Describe how the schoolwide program will coordinate transitions for preschool children into the elementary program and how vertical teaming of K-12 staff assures successful transition such as elementary to middle school, middle school to high school, high school to post secondary.



SUMMARY OF PROGRESS

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.

Grade level teams will meet weekly to select GLEs based on assessment results, target instruction to the needs areas, write assessments, and analyze assessment results. Teams will use this data, and team designed tracking tools, to select students and groups that need additional instruction, then re-teach, and reassess students. Re-teaching and reassessing will be an immediate take place immediately to ensure mastery of content.

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)

Funding Sources

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		
Title IC		
Title IIA		
Title IIB		
Title III		
Title IVA		
Title IVB		
Title V		
Other		

(SWP Note: Schoolwide Programs are required to include:

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

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

Fiscal Requirements

(Required of Title I SWP)

Provide a brief budget narrative explaining how funds listed in the table above will be used to support the plan. If applicable, include documentation that consent was given by parents to use Title IC migrant and/or Title VII American Indian funds.

The district has not yet provided the fiscal information to support of this plan. Attachment: **"SIP Expenses" (Excel Document)** --- indicates the proposed necessary funds from the district and school improvement assistance program. However, the district sums does not reflect the break out by budget category.

Notice this attached document is reflective of information for pages 107 & 108 of this template. Formulas and totals are included to indicate funds from building, district, and school improvement assistance.



TECHNICAL ASSISTANCE

Technical Assistance

(Required for Title 1 SWP)

Document dates, providers, and type of assistance provided throughout the planning year.

The following list of meeting and trainings dates reflects the time for technical assistance received by Meadow Brook in 2003-2004. We were led through this process by our SIF – Maria Elena Garcia. We involved staff and parents in a comprehensive process facilitating ownership. Trainings from OSPI, ESD, MESA, and staff in house have led to the conclusions for strategic change.

SIF	School Improvement Facilitator - Maria Elena Garcia
6/23/03	Mandatory meeting of SIF and principal in Olympia – Overview of the School Improvement Grant process
7/28-31/03	OSPI Summer Institute – “To Improve Student Performance in Reading, Writing, & Mathematics” Maria Elena & Carol Garbe in attendance
8/26/03	Meeting with Rob MacGregor, Mr. Payne, Maria Elena Garcia, Carol Garbe – discussion School Improvement Expectations
9/17-18/03	OSPI School Improvement Planning Cohort III Training – Tim Payne, Chriss Storms, Lois Fuller, Jack Brennan, Maria Elena Garcia, Carol Garbe, January Pietila, Marcia Daschosfky
10/7-8/03	Meadow Brook Audit – OSPI Team – Parent meetings, Staff meetings, Interviews, Report submitted to state
10/22/03	SIP Meeting: January Pietila, Marcia Daschofsky, Sandra April, Carol Garbe, Gretchen Foertsch, Maria Elena Garcia, Lori Sutherland, Chriss Storms, and Tim Payne. Begin planning the process, determine who will attend conferences, review audit information
11/12/03	SIP Team meeting – Unpacking the Mission Statement – Planning on facilitation of creating a mission for our school
11/24/03	Lead Auditor – presentation of Audit results – Marsha Hallet (3:15-5:30 PM)
12/3-4/03	Cohort III Training - Data Analysis–Carol Garbe, Jack Brennan, Lois Fuller, Lori Sutherland, Chriss Storms, Marcia Daschofsky, Tim Payne, Maria Elena Garcia, January Pietila
12/8/03	SIP Team meeting – planning for delayed start on Dec. 10 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 – ESD Training– Mark Ferraro, January Pietila, Mike Collins, Carol Garbe
1/14/04	SIP Team meeting. Reviewed data gathered for the Data Carousel on Jan. 16 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.
1/30/04	SIP Team meeting – created a timeline for meetings with team and all staff to work on the SIP process. Next step – generate goals, identify study groups.
2/4-8/04	National Association for Bilingual Education – Albuquerque, New Mexico Maria Elena Garcia, Elissa Aguilar
2/6/04	LID -- Data Reflection – Building Review SIP Team shared the themes with staff – Reading, Math, Communication & Collaboration (C&C) / Supportive Learning Environment (SLE). Staff reviewed expectations for Math and GLE’s from OSPI. Power Point presentation on AYP and Using Data. Staff worked on developing SMART goals and identifying members of the study teams to research best practices for the goals and school visitations.
2/12/04	3:15 - 5:00 PM SIP Team - SMART SIP Goals and Expectations
2/13/04	7:15 - 8:15 AM ALL STAFF - SMART SIP Goals / Research and Select Effective Practice - 6 hours each study team
2/17/04	3:15 - 4:30 SIP Team meeting - preparing for school board presentation. 7:00 PM School Board Meeting (SIP Team attending) Progress Report and Anticipated Scope of Work

2/20/04	3:15 - 4:15 PM ALL STAFF - Research and selecting effective practices / Linda Boggs Blue Ridge Elementary - presenting
2/26/04	Visitation to Blue Ridge - Ross Stremcha, Jenny Detwiler, Sasha 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
3/5/04	2:30 - 4:30 PM ALL STAFF - Share research conducted so far - possible recommendations
3/8/04	ALL STAFF SIP meeting 3:15 PM
3/15/04	7:00 PM School Board Meeting --Provide an update
3/16/04	7:15 - 8:15 AM ALL STAFF - Reading Research presented
3/23/04	Reading Team, Math Team, C & C, SLE Team - working on recommendations
3/23/04	1:00-3:00 PM SIP Team - Recommendations presented
3/24/04	7:15 - 8:15 AM ALL STAFF - Present recommendations from study teams
3/29-30/04	Maria Elena in Olympia - Training on SIP
3/26/04	Review Recommendations - project priorities for writing SIP -study teams
4/2/04	ALL STAFF meeting – review recommendations, priorities, and edits of SIP
4/12/04	SIP Team Meeting – 3:15-4:00 Review Plan
4/12/04	Parent Meeting 6:30-7:30 Review Plan, School Wide Parent Compact
4/15/04	SIP ALL STAFF Meeting – 3:15-4:00 Review Plan Staff members sign off on the Plan
4/19/04	7:00 PM School Board Meeting - Progress report
4/20/04	ALL STAFF SIP meeting 3:15 PM
4/21/04	School Improvement Plan sent to OSPI

4/21/04	AM Building -- Training -- Classified included "Enhancing Academic English for ELL students" 7:45-9:45 AM SIP 10:00-12:00 –Curriculum Mapping
4/26-27/04	Family Math – Facilitator Training Workshop – sponsored by Mathematics Engineering Science Achievement (MESA) Sasha Kroum, Danielle Starr, Mike Collins
5/17/04	School Board meeting – 7:00 PM Apprise of any new changes
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