

# Coulee City K-5 School Improvement Plan

## ACTION PLANS

### ACTION PLAN – Curriculum & Academic Achievement

**GOAL:** Students at Coulee City School will continue to improve their performance on all State Assessments.

**OBJECTIVE:** All students in grades 3, 4, and 5 will meet the minimum State Assessment standards in **math**.

| Action/Activity  | Responsibility                       | Resources Needed  | Outcome  | Budget   |
|--|--------------------------------------|---|--|--|
| Continue to align curriculum in Math K-8 throughout the Co-Op to the Common Core Standards | K-5 Staff                            | OER Resources for Math that is aligned to CC and board approved curriculum                                    | Consistency across the Co-Op   | Cost of consumable material.   |
| Monitor progress of students in Mathematics  | Principal and teachers               | State Assessment Scores Summative and Interim, MAPS testing and classroom assessment                          | Teachers gain a clear picture of student progress and can determine if the methods utilized are impacting student learning | 1000.00 yearly for MAPS testing.   |
| Teacher Training   | Teachers and Administration          | Information regarding workshops and In-services available to teachers   | Teachers are educated on the newest and latest techniques and strategies for teaching math                                 | Money provided to teachers by the district for In-services and workshops |
| Interventions  | Teacher, Administration, and Title I | Materials and staff to provide supporting services to students identified as below grade level in Mathematics | Struggling students are provided targeted assistance in the areas they are deficient.                                      | Materials for supplemental instruction and Title I teacher/para costs.   |

\*\*all curriculum activities should follow the recommend timeline for adoption of new materials

**ACTION PLAN – Curriculum & Academic Achievement**

**GOAL:** Students at Coulee City School will continue to improve their performance on all State Assessment.

**OBJECTIVE:** All students in grades 3-5 will meet the minimum State Assessment standards in **reading** on the Smarter Balanced Assessment.

| Action/Activity  | Responsibility                           | Resources Needed   | Outcome  | Budget   |
|--|--|--|--|--|
| K-2 Implementation of board adopted reading curriculum – Read Well   | K-2 Staff                                | Curriculum   | Intensive early reading instruction  | Cost of consumables  |
| 3-5 Reading implementation of board approved curriculum with additional Common Core supplemental materials | 3-5 Staff                                | Curriculum and OER ELA materials.<br><br>Time & Samples of new reading curriculum  | Students receive instruction and opportunities for learning from a research based program that was recommended by the K-12 reading model and state research. Students are given opportunities to learn CCSS. | Cost of consumables  |
| Monitor progress of students in Reading  | Principal and teachers                   | State Assessment – Summative and Interim assessment Scores, DIBBLES assessment, MAPS, Running Records and classroom assessment | Teachers gain a clear picture of student progress and can determine if the methods utilized are impacting student learning   | 1000.00 Yearly for MAPS testing.   |
| Teacher Training   | Teachers & Administration                | Information regarding workshops and In-services available to teachers  | Teachers are educated on the newest and latest techniques and strategies for teaching reading  | Money provided to teachers by the district for In-services and workshops   |
| Interventions  | Teacher, Administration, and LAP/Title I | Materials and staff to provide supporting services to students identified as below grade level in Reading                      | Struggling students are provided targeted assistance in the areas they are deficient.  | Materials for supplemental instruction and LAP/Title I teacher/para costs. |

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### ACTION PLAN – Curriculum & Academic Achievement

**GOAL:** Students at Coulee City School will continue to improve their performance on all State Assessment.

**OBJECTIVE:** All students in grades 3-5 will meet the minimum state assessment standards in **writing** on the written portion of the Smarter Balanced Assessment.

| Action/Activity  | Responsibility            | Resources Needed  | Outcome  | Budget   |
|--|---------------------------|---|--|--|
| Writing implementation of board approved curriculum with additional Common Core supplemental materials | K-5 Staff                 | Write Steps Curriculum and/or OER ELA materials.                                    | Students receive instruction and opportunities for learning from a research based program. Students are given opportunities to learn CCSS. | Cost of consumables  |
| Monitor progress of students in Writing  | Principal and teachers    | State Assessment Scores - Summative and Interim assessment and classroom assessment | Teachers gain a clear picture of student progress and can determine if the methods utilized are impacting student learning                 | none   |
| Teacher Training   | Teachers & Administration | Information regarding workshops and In-services available to teachers               | Teachers are educated on the newest and latest techniques and strategies for teaching writing  | Money provided to teachers by the district for In-services and workshops |

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**ACTION PLAN – Curriculum & Academic Achievement**

**GOAL:** Students at Coulee City School will continue to improve their performance on all State Assessment.

**OBJECTIVE:** All students in grades five will meet the minimum State Assessment standards in **Science**.

| Action/Activity   | Responsibility            | Resources Needed  | Outcome   | Budget   |
|---|---------------------------|---|---|--|
| Implementation of FOSS curriculum and supplemental science activities | Principal, Teachers       | Foss Kits and supplemental activities                                 | Science instructional materials for each grade level that is easily understood by parents and teachers, is aligned with the State Standards and provides continuity from grade level to grade level | Kit replenishment costs  |
| Monitor progress of students in Science                               | Principal and teachers    | State assessment Scores and classroom assessment                      | Teachers gain a clear picture of student progress and can determine if the methods utilized are impacting student learning  | None   |
| Teacher Training  | Teachers & Administrators | Information regarding workshops and In-services available to teachers | Teachers are educated on the newest and latest techniques and strategies for teaching science   | Money provided to teachers by the district for In-services and workshops |

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**ACTION PLAN – Curriculum and Academic Achievement**

**GOAL:** Students at Coulee City School will continue to improve their performance on Social Studies CBA’s

**OBJECTIVE:** Students in grades Third through Five will use 1 Classroom Based Assessment per year.

| Action/Activity  | Responsibility              | Resources Needed  | Outcome   | Budget  |
|--|-----------------------------|---|---|---|
| Provide instruction in Social Studies that meets the requirements of all state standards for each grade level.   | Principal, Teachers         | WA State EALRs and frameworks   | Students are given the opportunity to learn knowledge based on state standards.   | Cost of consumables   |
| Implement Classroom Based Assessments in every Social Studies Classroom 3-5  | Teachers and administration | Information on CBAs   | Student will realize that social studies relates to them personally. By making this connection they will take more interest in history/social studies, and they will learn more because the subject has relevance to them | Cost of consumables   |
| Consider Reviewing current instructional materials for possible adoption of new material<br><br>Research best practices<br><br>Find research based materials | Curriculum Committee        | Samples of instructional materials<br><br>Research materials          | A Social Studies instructional materials for each grade level that is easily understood by parents and teachers, is aligned with the EALRs, and GLEs and provides continuity from grade level to grade level              | Submit to board adoption proposal with costs associated with implementation |
| Monitor progress of students in Social Studies   | Principal and teachers      | Classroom Based Assessments   | Teachers gain a clear picture of student progress and can determine if the methods utilized are impacting student learning  | none  |
| Teacher Training   | Teachers & Administration   | Information regarding workshops and In-services available to teachers | Teachers are educated on the newest and latest techniques and strategies for teaching Social Studies  | Money provided to teachers by the district for In-services and workshops    |

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## ACTION PLAN – Communications

GOAL: The school will improve communications with parents

OBJECTIVE: Teachers will continue to communicate each child's progress to parents at least four times through the school year.

| Action/Activity   | Timeline   | Responsibility  | Resources Needed                      | Outcome  | Budget  |
|---|--|---|---------------------------------------|--|---|
| Fall open house   | The open house will be held as early in the school year as possible preferably during the first three weeks of school  | Principal and teachers  | None                                  | Teachers will explain course/class expectations to parents   | None  |
| Student/Parent Conferences  | Student/Parent conferences are scheduled in the fall with all students and again in the spring for all 3 <sup>rd</sup> graders at the below basic level, and as needed for other grades each school year | Conference days will be scheduled by the calendar committee; conference times will be scheduled by the teachers or in the school office | None                                  | Students will explain what they have learned; teachers will explain students' progress to parents  | None  |
| Weekly progress reports (upper elementary) and folders (lower elementary level) | Weekly   | Teachers  | None that are not currently available | Parents will be provided with weekly assessments of their child's progress; Parents will be able to communicate with the teachers and take action if necessary, before problems become serious | None  |
| Quarter and Semester report cards   | At the middle and end of each trimester  | Teachers and office staff   | Mid term and report card forms        | The report cards and mid-term reports serve as official reports of each student's progress.  | Mailing costs included in School Operating Budget |
| Phone calls, visits, notes, a letter home, special conferences                  | As needed  | Teacher (although some are initiated by parents)  | Same as above                         | Parents will be kept informed of their child's progress. If change or corrective actions are needed, parents and teacher can collaborate   | None  |

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**ACTION PLAN – Communications**

**GOAL:** The school will improve communications with parents

**OBJECTIVE:** At the beginning of each school year, parents will be given an opportunity to communicate suggestions for concerns.

| Action/Activity   | Timeline                     | Responsibility  | Resources Needed  | Outcome   | Budget |
|---|------------------------------|---|---|---|--------|
| A suggestion box will be available for parents to offer suggestions and concerns  | Fall open house              | Principal   | Suggestion box, paper, pencils  | We will become aware of concerns and issues parents want us to consider                             | None   |
| Parents are encouraged to send us email messages, notes or phone calls  | On going                     | Principal will encourage this activity at the open house, in the building newsletters and through any other options that become available | Nothing more than the normal school supplies and communications tools | Same as above   | None   |
| Invite Parents to become involved in the School Improvement Planning process, the Title I planning process, and the Parent/Teacher Organization | Fall open house and on going | Principal, teachers, and PTO chairs will inform parents of a need for parent involvement.   |   | Parent involvement on SIP and Title I projects and activities. PTO support                          | None   |
| Inform and discuss with Parents the Parent Teacher Compact  | Yearly at fall conferences   | Teachers  | Copies of the Parent Teacher Compact                                  | Parents and teachers both understand student, parent, and teacher responsibilities and expectations |        |

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**ACTION PLAN – Communications**

**GOAL:** The school will improve communications with parents

**OBJECTIVE:** At the beginning of each year, teachers will provide the class/course expectations to parents

| Action/Activity  | Timeline   | Responsibility  | Resources Needed | Outcome   | Budget                      |
|--|--|---|------------------|---|-----------------------------|
| Teachers will prepare written class/course expectations that can be given to students (as appropriate) and parents | The information will be prepared at the start of each school year. | Teachers will write the expectations; the principal will keep a copy on file. |                  | Parents and students will know what is required for students to be successful in each class | No additional budget needed |
| Provide each student with a school handbook  | Fall of each school year   | Office staff and teachers   |                  | Rules, guidelines and general information is available to students and parents              | Cost of printing books.     |
| Provide a link on the district and school website to the Grade Level Expectations/ State Standards                 | Ongoing  | Technology Staff  | Webpage          | Parents will have easy access to the state mandated standards                               | none                        |

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**ACTION PLAN – Professional Development & Planning**

**GOAL:** Teachers will meet regularly to discuss curriculum issues

**OBJECTIVE:** Teachers will meet at the beginning of each school year and at least once each quarter to discuss Title I, Special Education, LAP and curriculum issues and concerns.

| Action/Activity  | Timeline   | Responsibility          | Resources Needed   | Outcome   | Budget  |
|--|--|-------------------------|--|---|---|
| Align instructional materials with State Standards   | Ongoing as standards are revised via OSPI                                      | Teachers, Principal     | State Standards  | All instructional materials should be aligned with State Standards and the Evidence of Learning that pertains to each standard in the subject area  | In-Service time   |
| Teachers will meet as a building faculty or in teams to discuss curriculum issues and concerns | At the beginning of the school year, preferably before the first day of school | Principal, Teachers     | Time   | The instructional materials at each grade level in the school will be easily understood by parents and teachers, will be aligned with the standards and will provide continuity from grade level to grade level | None if the meeting time is included in the board approved calendar as part of the teachers scheduled work year |
| Teachers will meet once each quarter to discuss curriculum issues and concerns                 | Quarterly meetings will be scheduled   | Principal, Teachers     | Time   | Same as above   | Same as above   |
| Staff will share any research based data collected at workshops or in-services they attend     | Ongoing, sharing should take place during staff meetings                       | All Staff               | Time   | Teachers are informed of research based programs and practices.   | Same as above   |
| Monitor and Update the School Improvement Plan   | Ongoing (annually update)  | SIP Leader and Teachers | State Assessment Scores, Research on best practices, SIP Guide | SIP is a valuable tool that guides school staff towards the 9 characteristics of high achieving schools   | Same as above   |

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**ACTION PLAN – Professional Development & Planning**

**GOAL:** Time for professional development and district staff collaboration will be increased.

**OBJECTIVE:** Each year, up to three half-days for staff development, alignment, and for SIP planning/implementation will be added to the district calendar.

| Action/Activity   | Timeline   | Responsibility                               | Resources Needed | Outcome  | Budget                               |
|---|--|--|------------------|--|--------------------------------------|
| Three half-days for staff development/SIP planning/ and or alignment will be added to the district calendar | The days must be agreed upon by the Teachers Association and the Administration and then approved by the Superintendent and the Board of Directors | Board of Directors, Administration, Teachers | None             | Teachers will have time to collaborate on curriculum and instructional planning issues. The focus will be upon strategies to help students be more successful on the State Assessments | If students are released early, none |

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Overall Timeline of Major Activities

| <i>School Year</i>             | <i>Subject</i>                                       | <i>Activity</i>  |
|--------------------------------|--|--|
| <i>2005-Ongoing</i>            | <i>ALL</i>   | <i>Align instructional materials to State Standards for each subject.</i>  |
| <i>2008-Ongoing</i>            | <i>Social Studies<br/>Health and Fitness<br/>Art</i> | <i>Implement CBAs and required by OSPI</i>   |
| <i>2014-Ongoing</i>            | <i>Math &amp; ELA</i>                                | <i>Implement interim and summative SBAC Testing and use results to drive curriculum and instructional decisions.</i> |
| 2016-17                        | ELA  | Review ELA instructional materials and research based practices.   |
| 2017-18                        | ELA  | <b>Adopt ELA instructional materials</b> (if needed)   |
| 2017-18                        | Social Studies                                       | Review Social Studies instructional materials  |
| 2018-19                        | Social Studies                                       | <b>Adopt Social Studies instructional materials</b> (if needed)  |
| 2019-20                        | Math   | Review K-5 instructional materials and research based practices.   |
| 2020-21                        | Math   | <b>Adopt Math instructional materials</b> (if needed)  |
| 2020-21                        | Science  | Review Science instructional materials.  |
| 2021-22                        | Science  | <b>Adopt Science instructional materials</b> (if needed)   |
|                                |  |  |
|                                |  |  |
| <b><i>2005-indefinetly</i></b> | <b><i>All</i></b>                                    | <b><i>Review and update plan as needed</i></b>   |
|                                |  |  |

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