



# **Burlington - Edison Public Schools**

**Laurel W. Browning**  
Superintendent

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# **ALLEN ELEMENTARY School Improvement Plan**

## **2009 - 2011**

**School Improvement Planning Timeline (PDCA)**  
**Burlington-Edison School District**

**April – May (Check/Plan)**

- Principal and Leadership Team work with staff to monitor progress and impacts of SIP Action Plans on student achievement (informs planning for next year)
- Leadership Team and Action Teams (levels, dept.) review formative and summative data

**June (Plan)**

- Principal and Leadership Team finalize draft of School Improvement Plan
- Principal submits SIP (draft) to Assistant Superintendent by June 30
- Principal and staff plan/engage in professional development to support SIP

**August- September (Plan)**

- Principal and Leadership Team review additional data/finalize School Improvement Plan
- Principal builds staff and parent awareness of SIP and Action Plans for upcoming year
- Principal submits School Improvement Plan to Assistant Superintendent prior to September 5 (revisions to June document only if unexpected data is received)
- Assistant Superintendent presents final SIPs to school board at regular schedule September meeting

**October- December (Do/Check/Act)**

- Leadership Team ensures resources/activities are underway for each Action Plan
- Principal and staff sustain clarity of focus on School Improvement Plan as method to improve student achievement
- Staff review student data to inform practices (formative and summative – SOAR)

**January (Mid-year Check)**

- Principal and Leadership Team monitor and evaluate impacts on student achievement (review student performance data to inform practices – SOAR)
- Principal reviews School Improvement Planning Cycle with all staff
- Principals report to Administrative Team: 1.) SIP overview, 2.) evidence of impact on student achievement, and 3.) mid-year revisions for their school February 5

**February-May (Do/Check/Act)**

- Leadership Team ensures resources/activities are underway for each Action Plan
- Principal and staff sustain clarity of focus on School Improvement Plan as method to improve student achievement
- Staff monitor student data to inform practices (formative and summative – SOAR)
- Principal and Leadership Team engage staff input/participation in School Improvement Planning (draft submitted in June)

## Burlington-Edison School District Strategic Plan

### **MISSION:**

The Mission of the Burlington-Edison School District is to educate each student for lifelong success.

### **VISION:**

- Students:
  - are invested and engaged learners in a safe environment;
  - graduate with the skills and qualities necessary to implement their individual plans to become responsible and contributing citizens in a diverse and changing world; and,
  - assume responsibility for their learning to be prepared for careers and college.
- Staff:
  - provide powerful teaching and learning in a safe, equitable, engaging environment;
  - advocate for students and families in meaningful ways;
  - engage students through a relevant and rigorous curriculum driven by ongoing, frequent, and varied assessments; and,
  - work collectively and collaboratively as professional learning communities to improve student achievement.
- Community:
  - families and the public are engaged in student learning, and
  - is involved and supportive of the District mission.

### **THEORY OF ACTION:**

This *Theory of Action* presents core beliefs: our strongest values and highest ideals. We commit to using these *Theory of Action* statements as guiding principles in all that we do, including everyday decisions that will significantly affect the learning and well-being of students, staff, and school communities.

- High quality classroom researched based instruction and data analysis will increase all students' achievement.
- In order to improve student achievement, we must work collectively and collaboratively as professional learning communities.
- Leadership that challenges and creates a system-wide environment of continuous improvement is paramount to all student achievement.
- Family and community engagement in student learning strengthens student achievement.

### **LONG-RANGE TARGETS:**

- Strategic Target #1: Increase every student's achievement through improvement of the relationship between teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content (*Instructional Core*).
- Strategic Target #2: Model and sustain a collaborative culture and common vision in which mutual trust, respect, and effective communication and involvement exists between the students, staff, and community.
- Strategic Target #3: Intentionally allocate resources to maintain and provide structures (resource allocation, staffing configurations, organizational chart) and systems (transportation, food services, maintenance/facilities) necessary to support the *Instructional Core*.

**Burlington-Edison School District  
District Improvement Plan Goals**

**Identified Priorities:** These data when compared to the Strategic Targets articulated in the *Strategic Plan* (SP), through the lens of our *Theory of Action* statements, yield the following 2009-2011 priorities:

District Improvement Goal #1: By 2011, the percentage of students in the District meeting reading standards, as measured by the WASL, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be

- Reading—89%; 2009-10 milestone 78%

District Improvement Goal #2: By 2011, the percentage of students in the District meeting math standards, as measured by the WASL, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be:

- Mathematics—83%; 2009-10 milestone 75%

This *District Improvement Plan* presents and defines the priorities and activities that provide the District focus throughout the next 2-3 years toward the realization of the District's *Mission* and *Vision* statements. This *District Improvement Plan* will remain consistent with the District's *Strategic Plan*, approved by the Board of Directors on 06/22/2009, but will be subject to regular monitoring and adjustment based upon data collection and evaluation. Such adjustments will be included within this *District Improvement Plan* and disseminated, as appropriate.

**Burlington-Edison School District  
Allen Elementary Improvement Plan**

This *School Improvement Plan* (SIP) presents and defines the priorities and activities that provide the school focus throughout the next 1-2 years toward the realization of the District's *Mission* and *Vision* statements. This *School Improvement Plan* (SIP) will remain consistent with the District's *Strategic Plan* (SP) and *District Improvement Plan* (DIP), but will be subject to regular monitoring and adjustment based upon data collection and evaluation. Such adjustments will be included within this *School Improvement Plan* and disseminated, as appropriate.

**Allen Elementary School Identified Priorities/Goals:** These data when compared to the Strategic Targets articulated in the *Strategic Plan* (SP) and *District Improvement Plan* (DIP), through the lens of our *Theory of Action*, yield the following 2009-2011 priorities/goals:

**Student Performance Data.** The most recent school data (2009) indicate:

- Cohort Growth was seen in the following grades & subjects on the WASL:
  - 8<sup>th</sup> graders in Math: +10%
  - 7<sup>th</sup> graders in Reading: +13%
  - 8<sup>th</sup> graders in Science (based on 5<sup>th</sup> grade scores): +18%
  - 7<sup>th</sup> graders in Writing (based on 4<sup>th</sup> grade scores): +7%
- Cohort Growth was seen in the following grades and subjects on district assessments:
  - Kindergarten DIBELS:
    - 1<sup>st</sup> Trimester: Students meeting standard: 7
    - 3<sup>rd</sup> Trimester: Students meeting standard: 42
  - K-5 DIBELS: Average of 15% increase in students meeting standard from Trimester 2-3
  - 6-8 MAP Data:
    - Average of 6% increase per year in Reading
    - Average of 8% increase per year in Math
- 2009 WASL Scores:

- 3 <sup>rd</sup> Grade Math: 50%	Reading: 53.8%
- 4 <sup>th</sup> Grade Math: 20.4%	Reading: 44.9%
- 5 <sup>th</sup> Grade Math: 29.3%	Reading: 42.9%
- 6 <sup>th</sup> Grade Math: 25.5 %	Reading: 41.5%
- 7 <sup>th</sup> Grade Math: 34%	Reading: 55.3%
- 8 <sup>th</sup> Grade Math: 34%	Reading: 55.3%

**Allen School Improvement SMART Goal #1:**

Continuous longitudinal improvement by identified cohort groups in Reading, as measured by state and district assessments, with the goal of meeting or exceeding standard by 2011.

**Aligned with:**

Strategic District Target #1: Increase every student's achievement through improvement of the relationship between teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content (Instructional Core).

District Improvement Goal #: By 20011, the percentage of students in the district meeting reading standards, as measured by the state assessment, with no gap between the performance of students of different ethnicities and/or socio economic status, will be:

- 2009-10 Milestone: 78%
- 2010-11: 89%

Strategy #1-1:

Increase teachers' knowledge of Powerful Teaching and Learning/STAR Protocol as a tool for improving instruction, particularly for those students who are academically behind as a result of their socio-economic status and/or cultural/language barriers.

Strategy #2-1:

Create school improvement goal teams that provide teachers with the opportunity to review student data for the purpose of applying their learnings and reflections in the classroom.

Strategy#3-1:

Make systematic a building-wide interventions model that includes ELL, Title and SPED resources.

Rationale:

Our goal is to improve student achievement by focusing on Powerful Teaching and Learning strategies, providing teachers with the opportunity to collaborate around specific reading, math and school culture goals, and to create a system that most effectively utilizes intervention resources.

Essential Questions:

- 1) *How will we ensure instructional models, frameworks, and research-based knowledge are evident in every classroom every day?*
- 2) *How will we ensure the curriculum is aligned with high priority Grade Level Expectations (GLEs)/Standards and consistently taught/assessed?*
- 3) *How will data be frequently used to make decisions to improve teaching and learning?*
- 4) *How will we ensure all students are engaged in their learning and what will we do for/with students not yet meeting standards?*

**School Improvement Goal #1:** Continuous longitudinal improvement by identified cohort groups in Reading, as measured by State and District assessments, with the goal of meeting or exceeding state standards by the Spring of 2011.

Action Plans	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>Targeting Reading Instruction and Support</li> </ul>	<ul style="list-style-type: none"> <li>K-8 Title 1 Focus – Targeted, focused Instruction of lowest quartile by Title Staff.</li> <li>4-6 Reading Specialists – Targeted Professional Development for classroom teachers.</li> <li>Vertical Reading Goal Team will meet monthly to examine instructional strategies, student data.</li> <li>7/8 Tier 2 Time for 40 Minutes Every Other Day</li> <li>ELL/SPED Support</li> <li>Reading Cadre Development of Teacher Leaders</li> <li>Read Naturally Program After School for K-2</li> <li>7/8 AVID Program</li> <li>Title and Building Family Events Focused on Literacy</li> <li>Raspberry Ridge After-School Program</li> <li>“Kick-Start the Year” August Reading Program</li> <li>End-of-the-Year K-3 Learning Celebrations</li> <li>Balanced Literacy Model – Regee Routman Professional Development – K-2</li> <li>Full-Time Title Kindergarten Program</li> </ul>	<ul style="list-style-type: none"> <li>WASL (Fall)</li> <li>DIBELS (Sept, Jan, June)</li> <li>MAP (Fall/Winter/Spring)</li> <li>Classroom-Based Assessments</li> <li>DRA (1-2) (Sept/Jan/June)</li> </ul>

**Allen Elementary School Improvement Plan (SIP)  
30-60-90 Day Incremental Monitoring Form**

**Strategy #1; 1-3:** Strategy #1-1:  
Increase teachers’ knowledge of Powerful Teaching and Learning/STAR Protocol as a tool for improving instruction, particularly for those students who are academically behind largely as a result of their socio-economic status.

Strategy #2-1:  
Create a Reading goal teams that provide teachers with the opportunity to review student data for the purpose of applying their learnings and reflections in the classroom.

Strategy#3-1:  
Make systematic a building-wide interventions model that targets students who are below grade level in Reading.

- Activity 1; 1-3:**
- Utilization of LID days and 2-hr late starts to increase teacher knowledge of Powerful Teaching and Learning.
  - Monthly Goal Team meetings to review student data and reflect & apply learnings in classroom.
  - Collaborate with Title, ELL and SPED staff to schedule appropriate interventions model.

What will we have accomplished in 30 days? (Oct. 1)	What will we have accomplished in 60 days? (Nov. 1)	What will we have accomplished in 90 days? (Dec.1)	Person Responsible
<ul style="list-style-type: none"> <li>• Model Powerful Teaching &amp; Learning for staff &amp; Present Staff with Calendar of Staff meetings dedicated to STAR.</li> <li>• Hold initial Goal Team Meeting to explain purpose and present student performance data.</li> <li>• Plan and schedule school-wide interventions w/ ELL, Title and SPED Staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be introduced to how the STAR Protocol can be used as an observation tool through PTL videos.</li> <li>• Goal Team will set goals and create their own 30-60-90 Plans.</li> <li>• Interventions Team will meet to review efficacy of system-wide interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Cohort #1 will participate in a learning walk with other teachers and the principal.</li> <li>• Goal team will monitor 30-60-90 plans.</li> <li>• Student Learning Plans have been completed in collaboration with interventions team.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal &amp; Staff</li> <li>• SIP Reading Goal Team</li> <li>• Interventions Team</li> <li>• STAR Cohort #1</li> </ul>

**ABC School Improvement Plan (SIP)  
120-150-180 Day Incremental Monitoring Form**

**Annual update – February 5<sup>th</sup>**

- Strategy #1: 1-3:** Strategy #1-1:  
Increase teachers’ knowledge of Powerful Teaching and Learning/STAR Protocol as a tool for improving instruction, particularly for those students who are academically behind largely as a result of their socio-economic status.
- Strategy #2-1:  
Create a Reading goal teams that provide teachers with the opportunity to review student data for the purpose of applying their learnings and reflections in the classroom.
- Strategy#3-1:
- Make systematic a building-wide interventions model that targets students who are below grade level in Reading.
- Activity 1: 1-3:**
- Utilization of LID days and 2-hr late starts to increase teacher knowledge of Powerful Teaching and Learning.
  - Monthly Goal Team meetings to review student data and reflect & apply learnings in classroom.
  - Collaborate with Title, ELL and SPED staff to schedule appropriate interventions model.

What will we have accomplished in 120 days? (Jan.30)	What will we have accomplished in 150 days? (Feb. 28)	What will we have accomplished in 180 days? (March 31)	Person Responsible
<ul style="list-style-type: none"> <li>• STAR Cohort #1 has completed their Training &amp; a list of Cohort #2 teachers is identified.</li> <li>• Reading Goal Team has assessed 30-60-90 plans and has completed an extension of these goals &amp; plans.</li> <li>• Academic progress of identified students is assessed by interventions team and schedule/plan is reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• STAR Cohort #2 participates in learning walks w/ other teachers and principal.</li> <li>• Continued monitoring and revision of Reading Goal Team’s 30-60-90 plan.</li> <li>• Continued monitoring and revision of interventions schedule/plan.</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff Learning Walk at a neighboring district.</li> <li>• Assessment of Reading Goals, monitoring of progress.</li> <li>• Assessment of progress made by identified students.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal &amp; Staff</li> <li>• SIP Reading Goal Team</li> <li>• Interventions Team</li> <li>• STAR Cohort #1</li> </ul>

**Allen Elementary School Improvement SMART Goal #2:** Continuous longitudinal improvement by identified cohort groups in Math, as measured by state and district assessments, with the goal of meeting or exceeding state standards by 2011.

**Aligned with:**

Strategic District Target #1: Increase every student's achievement through improvement of the relationship between teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content (Instructional Core).

District Improvement Goal #2: By 2011, the percentage of students meeting math standards, as measured by the state assessment, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be:

- 2009-10 Milestone: 75%
- 2010-11: 89%

Strategy #1-2:

Increase teachers' knowledge of Powerful Teaching and Learning/STAR Protocol as a tool for improving instruction, particularly for those students who are academically behind as a result of their socio-economic status and/or language/cultural barriers.

Strategy #2-2:

Create school improvement goal teams that provide teachers with the opportunity to review student data for the purpose of applying their learnings and reflections in the classroom.

Strategy#3-2:

Make systematic a building-wide interventions model that includes ELL, Title and SPED resources.

Rationale:

Our goal is to improve student achievement by focusing on Powerful Teaching and Learning strategies, providing teachers with the opportunity to collaborate around specific reading, math and school culture goals, and to create a system that most effectively utilizes intervention resources.

Essential Questions:

- 1) *How will we ensure instructional models, frameworks, and research-based knowledge are evident in every classroom every day?*
- 2) *How will we ensure the curriculum is aligned with high priority Grade Level Expectations (GLEs)/Standards and consistently taught/assessed?*
- 3) *How will data be frequently used to make decisions to improve teaching and learning?*
- 4) *How will we ensure all students are engaged in their learning and what will we do for/with students not yet meeting standards?*

**School Improvement Goal #2: School Improvement Goal #2:** Continuous longitudinal improvement by identified cohort groups in Math, as measured by State and District assessments, with the goal of meeting or exceeding state standards by the Spring of 2011.

Action Plans	Evidence of Implementation	Evidence of Impact
Targeted Math Instruction and Support	<ul style="list-style-type: none"> <li>• 3-6 MEC Trained Math Specialists/Teacher Leaders</li> <li>• 4<sup>th</sup> Grade Certificated Teacher In-class Support</li> <li>• 7/8 Tier 2 Time for 40 Minutes Every Other Day</li> <li>• Math Goal Team meets monthly to share best practices and examine data</li> <li>• Targeted Title Support in 4-6 Classrooms</li> <li>• 5-8 Newcomer ELL Program</li> <li>• SPED Classroom Support</li> <li>• 5<sup>th</sup> &amp; 6<sup>th</sup> Grade Tier 2 Support – 30 Minutes Twice a Week</li> <li>• AVID Program for 7<sup>th</sup>/8<sup>th</sup></li> <li>• Title and Building Family Events Focused on Math</li> <li>• Raspberry Ridge After-School Program</li> <li>• End-of-the-Year K-3 Learning Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• WASL (Fall)</li> <li>• MAP(Fall/Winter/Spring)</li> <li>• District Assessments (3x a year)</li> <li>• Classroom-Based Assessments (unit)</li> </ul>

**Allen Elementary School Improvement Plan (SIP)  
30-60-90 Day Incremental Monitoring Form**

**Strategy #2-1:**

Strategy #1-1:

Increase teachers' knowledge of Powerful Teaching and Learning/STAR Protocol as a tool for improving instruction, particularly for those students who are academically behind largely as a result of their socio-economic status and/or cultural/language barriers.

Strategy #2-1:

Create a Math Goal Team that provides teachers with the opportunity to review student data for the purpose of applying their learnings and reflections in the classroom.

Strategy#3-1:

- Make systematic a building-wide interventions model that targets students who are below grade level in Reading.

**Activity 2-1.1:**

- Utilization of LID days and 2-hr late starts to increase teacher knowledge of Powerful Teaching and Learning.
- Monthly Goal Team meetings to review student data and reflect & apply learnings in classroom.
- Collaborate with Title, ELL and SPED staff to schedule appropriate interventions model.

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**Allen Elementary School Improvement Plan (SIP)  
120-150-180 Day Incremental Monitoring Form**

**Annual update – February 5<sup>th</sup>**

**Strategy #2-1:**

Strategy #1-1:

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Strategy #2-1:

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**Activity 2-1.1:**

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**Allen Elementary School Improvement Plan  
2009 – 2011**

**Allen Staff Signatures**

*This School Improvement Plan developed and submitted by the School Leadership Team:*

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Attest: Principal

*Reviewed/approved by the Burlington-Edison School District School Board at their regularly scheduled meeting in September.*