

**Palouse
2009-2010
School Improvement Plan
September 2009**

OUR MISSION is to provide educational programs of the highest quality for all students in order to prepare them for their future.

GOAL 1: Create a school wide environment that supports all learners.

1. Utilize a book study format whereby all teachers will choose a book and participate in book study discussions twice a month. Clock hours will be available for those who want them. Book choices will include: Whatever It Takes, On Common Ground, RTI – Pyramid to Intervention, The Bully, The Bullied, The Bystander, Learning By Doing.
2. All para-educators responsible for any type of lunch room or recess supervision will participate in a book study utilizing The Bully, The Bullied, The Bystander with meetings once a week.
3. Continue to facilitate a transition of our school culture to a Professional Learning community.
 - Continue with the collaborative groups already established: Elementary Reading Team, Elementary Math Team, Elementary Team Meetings, HS Team Meetings, Case Management Team, Para-educator Team Meetings.
 - Increase collaborative curriculum work between the Garfield and Palouse buildings.
 - Schedule team meeting time (monthly or at least quarterly) for specific curricular area collaboration involving power standards, pacing and vertical alignment.
 - Increase collaborative curriculum work between the Palouse Elementary and High School staffs.
 - Schedule team meeting time (monthly or at least quarterly) for specific curricular area collaboration involving power standards, pacing and vertical alignment.
4. Elementary Reading Team:
 - Continue to utilize K-12 Reading Model
 - Continue monthly meetings: coordinate reading tiers (K-12 Reading Model), intervention strategies, deconstruct the reading standards.
 - Continue district commitment to out-of-class utilization of Read Naturally utilized to address Tier 2 students.
 - Explore utilizing this team to explore writing interventions for students not at standard.
 - Continue district commitment to out-of-class utilization of interventions for Tier 2 students not meeting the writing standard.
5. Elementary Math Team:
 - Continue monthly meetings: coordinate math tier interventions, clarify intervention strategies, and deconstruct math standards.
 - Continue district commitment to out-of-class interventions for Tier 2 students.
6. Elementary Science:
 - Take advantage of professional development opportunities to further examine and dissect the new Science Standards
 - Identify methodologies, practice and strategies to increase the number of students meeting standard.
7. Each teacher will develop two professional goals and actions plans. Those goals will reflect ways to improve their instructional skills supporting all learners and setting high expectations.
 - Professional goals are due Sept.
8. Develop personalized instruction plans for all students which include effective interventions to address deficit areas for students not meeting standard utilizing Student Learning Plans.
 - Student Learning Plans are due October.
9. High School Team Meetings:

- Bi-weekly team meetings: identify students needing help and support, plan strategies and interventions.
 - All teachers will help students improve in reading skills.
 - Continue classes for students not meeting the reading, writing, and math standards.
 - Continue a study skills class options for students not achieving academically.
 - Continue the Freshman Study Skills Class to help Freshmen transition to high school academic expectations and improve organization skills and study strategies.
10. Elementary Team Meetings:
 - Bi-weekly team meetings: identify students needing help and support, plan strategies and interventions.
 11. Create a positive and safe school environment
 - Engage new staff members in helping to create and establish a positive school climate.
 - Brainstorm ways to boost staff moral and spirit. Pick at least one strategy to implement.
 - Establish consistent procedures utilized by all staff for classroom procedures; late work, tardies, bullying, etc.
 - Routines and procedures are due Sept.
 - Encourage the continuation of the Big Viking program through Student Council.
 - Reduce the amount of bullying
 - Catch it, address it, stop it
 - Educate students to transition from being “bystanders”.
 - ASB Council involvement
 - Help establish the hallways as safe environments by utilizing staff in the hallways.
 - Provide a “workshop” format for students and parents discussing strategies to reduce bullying and alcohol/drug use.
 - Promote school spirit with students and staff.
 - Involve ASB officers in the process of creating a positive environment, and an atmosphere where it is ok to ask for help, and to work hard and improve.
 - Promote staff support for all programs.
 - Continue to refine the 8th grade orientation and transition into HS.
 12. Continue “Buddy” and “Caught Ya” Lunches with the Counselor.
 13. Continue with the Big Viking program, but be sensitive to taking kids out of class to be a Big Viking.
 14. Explore a Freshman Mentor program.
 15. Expand the learning opportunities and/or level of performance expectations to challenge students at or above grade level.
 16. Continue the Case Management Team to strategize effectively meeting the needs of all students.

GOAL 2: Focus on quality of education including high expectations of teachers, administrators, and for student achievement.

1. All teachers will hold all students to high performance standards, while challenging students to maximize individual student capabilities.
2. Teachers develop professional goals. Due -Sept.
3. Supt/Principal and Asst. Principal will continue to implement the Powerful Teaching and Learning protocol through observations and staff reflection to improve instruction.
4. Offer the opportunity to teachers – observe in peer classrooms and reflect how the observer can become better teachers, using Powerful Teaching and Learning protocol.
5. Facilitate textbook adoption Catch curriculum (Elementary nutrition and PE), Second Step (grades K-2 drug/alcohol education), Life Skills Training (grades 3-8 drug/alcohol education)
6. Elementary/HS: identify/review 10 power standards for each subject/class taught. Due - Sept.
7. Teachers will write the learning target for the day on the board and call attention to it in the lesson introduction.

8. Elementary/HS: Expand the band of WASL-like assessments for all curricular areas.
9. Elementary/HS: Work on common assessments.
10. HS English and Social Studies meet to discuss expectations for student writing/papers.
11. HS English: Develop writing quick screeners for all grades.
12. Elementary: Develop math quick screeners and interventions for all grades in math.
13. Continue high standard expectations for continuous improvement and higher percentages of students achieving standard. Set goals to address the 2009 WASL results.
 - Elementary meet and set goals for Reading, Math, Writing, Soc. St., and Science.
 - Goals will be developed -Nov.
 - HS Departments meet to set goals for Reading, Math, Writing, Science.
 - Goals will be developed -Nov.
14. Encourage a positive student approach to the WASL.
15. Align our curriculum with the new math standards to implement in 2009-2010.
16. Workshops facilitate improvement of instruction.
 - Elementary
 - Staff will attend curricular area workshops
 - Science workshops on how to teach FOSS units
 - Send Elementary reps to math workshops focusing on our new math curriculum: Math Connects.
 - Submit requests to attend other workshops that address SIP goals
 - High School
 - Submit requests to attend other workshops that address SIP goals
17. All teachers and para-educators will participate in the County-wide In-service Day on Oct. 9.
18. January 2010, all teachers will participate with further County-wide collaborative plans.
19. All 9th graders will take the Freshman Study Skills Class.
20. Classes will be offered to specifically address student achievement
 - Require the Reading Skills class for those 11th graders who didn't meet the Reading WASL.
 - Require the Writing class for those 11th graders who didn't meet the Writing WASL.
 - Require the Extra Math Lab class for those 11th graders who didn't meet the Math WASL.
 - Offer students who are not demonstrating academic success a Study Skills class.
 - Place students into a mandatory Study Skills class if other strategies to encourage responsibility for assignment completion and quality are not successful for students not passing classes.
21. Continue implementation of the K-12 Math intervention model (see Goal 1).
22. Continue implementation of the K-12 Reading intervention model (see Goal 1).
23. Continue implementation of the K-12 Writing intervention model (see Goal1).
24. Encourage students to challenge themselves:
25. Explore ways to reduce the amount of out-of-class time.
26. Further explore whether EDUSS assessment/intervention program will be an asset to our math intervention program or whether we have enough resources within our new math curriculum.
27. Encourage staff to attend professional meetings outside the district.
28. Incorporate progress with summer math workshop and include Garfield.
29. Set up system to have staff share and discuss ideas to implement from workshops attended.
30. Revamp para-educator schedules so that teachers work more with Tier 3 students.
31. Explore bringing the in-service, "Time To Teach" to our teachers/para-educators
32. Utilize formative assessment to inform instruction for all students.

GOAL 3: Focus on educational activities, programs and personnel that address students who are not university bound.

1. Identify and expand work experience and extended learning opportunities while maintaining current vocational opportunities.

- It will be suggested to students that Senior Project choices reflect something to do with a student's anticipated career and/or community service.
 - Expand current guidance and counseling system to include guidance of HS students not attending college.
 - Participate in a County-wide Career Fair every other year.
2. Continue high expectations for the Senior Project.
 - Encourage challenging but realistic projects
 - Job shadows and interview practice.
 - Have students create a real, useable resume'.
 3. More counselor time in the elementary classrooms to establish rapport etc.
 4. The teachers and the Case Management Team will work with students to take responsibility for their academic success. Before, at noon, and after school study time and assistance will be assigned.
 5. Offer students who are not demonstrating academic success a Study Skills class.
 6. Place students into a mandatory Study Skills class if other strategies to encourage responsibility for assignment completion and quality are not successful for students not passing classes.
 7. Mickie and Diane will take a team approach to completing the WOIS interest inventory with the Juniors.
 8. Continue to allow military and university recruiters to share their displays at noon.
 9. Continue Work Release.
 10. Continue encouraging students to take the ASVAB.
 11. Initiate elementary and high school career days utilizing parent and community members bringing in a variety of jobs, careers, and training levels.
 12. Work toward more industry certification through our classes (STARS, Spokane Falls Welding, Construction, AV, Entrepreneurship).

GOAL 4: Increase the services for K-12 students who struggle academically.

1. Elementary
 - Continue coordinating Title I type services/programs without Title I funding.
 - Continue coordinating the Special Ed. services with the elementary teachers (maybe utilize substitute days or in-service days to do this).
 - Continue DIBELS assessments
 - Continue Read Naturally intervention for Tier II students in grades 1-5
 - Add more para-educ. time for math and writing interventions.
 - Continue full day Kindergarten.
 - Expect standards to be met and not enable low achievers to continue at low levels.
 - Continue and refine Reading, Writing, Math Tiered intervention system
2. High School
 - Continue coordinating the 504 program with the HS teachers
 - Continue coordinating the Special Ed. services with the HS teachers (maybe utilize substitute days or in-service days to do this).
 - Require a Study Skills Class for all Freshman.
 - Offer HS Study Skills Class for students struggling academically
 - Place students into a mandatory Study Skills class if other strategies to encourage responsibility for assignment completion and quality are not successful for students not passing classes.
 - HS Math Lab and Adv. Math Lab – expand curriculum to include interventions for students not meeting the 10th grade math WASL and other subsequent WASL attempts.
 - HS Creative Writing Class – this curriculum will include interventions for students not meeting the 10th grade writing WASL.

- Provide acceleration within classes for students who want to move from 3's to 4's.
 - Expect standards to be met and not enable low achievers to continue at low levels.
3. Differentiated Instruction: continue moving staff understanding along the professional development spectrum.
 4. Continue the Case Management Team to strategize effectively meeting the needs of all students.
 5. Teachers use formative assessments to inform instruction to help students who struggle.

GOAL 5: To promote a learning community and help students see the benefits of reading for enjoyment.

1. Elementary
 - Through Accelerated Reader, students are encouraged to read at home and at school.
 - HS/Elem. Reading buddies
2. High School
 - Continue Accelerated Reader throughout the HS so that students are reading all year and set up stricter accountability on AR tests.
 - Continue to encourage students to bring a book to read to classes so that when they finish their work they can enjoy reading.
 - Encourage credit for reading in all classes with the reading related to subject matter.
3. Offer a professional book share group.
 - Teachers choose from a group of books.
4. Model pleasure reading by organization of a book group that reads a variety of books and has regular monthly meetings.
5. Encourage reading at home.
6. Problem solve a “stop everything and read” concept. (Possibly to do this once a month with everyone in the building.)
7. Explore starting a pleasure book club for students.

GOAL 6: To expand and maintain the use of technology by students and staff.

1. Keep up-dating technology through free hardware and minimal hardware purchases.
2. Utilize technology money to purchase software licenses and infra-structure needs.
3. Continue and further incorporate presentation equipment into lessons.
4. Continue to explore putting district forms as interactive documents on line. (The requisition process will be the first process to establish.)
5. Explore and begin to use technology to expand the possibilities of professional collaboration.
6. Explore curriculum support information via the Digital Learning Department website.
7. Continue to encourage elementary use of the lab.
8. Utilize electronic bulletins, lunch count and attendance throughout the building.
9. Continue to discuss and identify technology needs.
10. Continue technology professional development: teacher web sites, photo shop, Power Point, searching the internet for professional resources,

GOAL 7: Assess and revise the Self-Study Action Plan providing for communication to the staff and public.

1. Spring 2010: Annually – April/June – Develop district wide staff survey to assess effectiveness of action plans. Present to staff and school board.
2. Fall 2009: Annually -- Publish the self-study goals and actions plans
 - School Performance Report, school newsletter, school board minutes, Key Communicator letter, distributed to staff

3. Fall 2009: School Board approval of the Self Study goals as the School Improvement Plan.
4. Fall 2009: Present a review of the previous year's goals and action plans during orientation for new and returning staff. Targeted action plan for the year will be emphasized.
5. Fall 2009: Help new employees with transition into our district. Following orientation, new employees will be paired with returning employees to answer any questions and help with transition into district.
6. Post school board minutes on website in a timely fashion. (Minutes can only be posted after they have been approved at the next month's meeting.)
7. Post all concerts, senior project nights etc. on reader board more consistently.
8. Continue to have an ASB officer (reporter) submit a report about meetings to newspaper.
9. Get good ideas into newsletter and newspaper.