

## Island Park Elementary 2011 – 2012 School Improvement Plan

**S.M.A.R.T. Goal\*:** Our schools will increase personalized learning and student-centered education that is responsive to students' strengths and learning styles, interests, passions and affinities.

### **Contextual Data:**

- EES Data regarding Clear and Shared Focus as compared to the Highest 5% Improving Schools in Reading and Math in the State of Washington at 85% positive response, Island Park positive response is 55%.
- EES Data regarding Focused Professional Development as compared to the Highest 5% Improving Schools in Reading and Math in the State of Washington at 55% positive response, Island Park positive response is 48%.
- EES Data regarding Frequent Monitoring of Teaching & Learning as compared to the Highest 5% Improving Schools in Reading and Math in the State of Washington at 65% positive response, Island Park positive response is 50%.
- Personalized Learning Dashboard Data Based on the EES Survey Indicators below 4.00:
- High Expectations: Parents: My Child is challenged with a rigorous, ambitious course of study. Above 3.5
- Supportive Learning Environment: Staff: Instruction is personalized to meet the needs of every student. Above 3.5
- Supportive Learning Environment: Students: My teachers regularly talk with me about how I am doing in class. Above 3.5
- Supportive Learning Environment: Parents: Teachers accommodate my child's special needs by adjusting instruction. Above 3.5

Strategic Actions	Progress Indicators	Team or Project Leader	Timeline	Resources Required Human/ Fiscal
<p><b><u>Mission and Values</u></b> Continue development of Island Park’s Mission and Values Statement. Ensure that it is: 1. aligned with the District’s Mission and Vision, 2. Designed to serve as the basis for important school decisions, 3. able to serve as the basis for data driven school improvement planning and 4. shared among all stakeholders with demonstrated commitment.</p>	<ol style="list-style-type: none"> <li>1. Principal Cabinet Retreat</li> <li>2. Staff and PAC Review, Revisions and Review Cycles to achieve consensus</li> <li>3. Presentations to Students, Parents</li> </ol>	Principal Cabinet And Parent Advisory Council	August 2011 – April 2012	<ol style="list-style-type: none"> <li>1. Funding for Principal Cabinet Retreat.</li> <li>2. Funding for presentation.</li> <li>3. Staff and team meetings and collaboration opportunities.</li> </ol>
<p><b><u>Writer’s Workshop</u></b> Participate in the first year of the three-year implementation plan. Year one is a “learning year” which will enable all IP classroom teachers and appropriate support staff to participate in professional development, planning and preparation while allowing those who are already implementing to move forward with support.</p>	<ol style="list-style-type: none"> <li>1. Participate in professional development.</li> <li>2. Plan school-based support and across grade level articulation</li> <li>3. Organize supporting materials and resources</li> <li>4. Determine changes to current program to allow for Writer’s Workshop</li> </ol>	Principal, One Primary & One Intermediate Teacher Leaders Librarian	August 2011 - August 2012	<ol style="list-style-type: none"> <li>1. Leadership Stipends for one primary one intermediate staff.</li> <li>2. LID, District Directed and staff meeting time.</li> <li>3. Planning and preparation time for staff to prepare for implementing in year two i.e. release time/ timecard rate.</li> <li>4. Professional Development for Principal and Teacher Leaders such as Columbia Mentor’s Program to support implementation.</li> <li>5. Mentor Texts and other support materials.</li> </ol>
<p><b><u>Differentiated Math Program</u></b> Support a math program, based on <i>Math Expressions</i> that provides instruction for all students at their level of achievement struggling, at standard and advanced.</p>	<ol style="list-style-type: none"> <li>1. Conduct across school dialog regarding math differentiation issues and approaches.</li> <li>2. Share approaches and methods.</li> <li>3. Research and share differentiation options within Math Expressions materials and/or outside resources.</li> </ol>	Principal, One Primary & One Intermediate Teacher Leaders	August 2011 - August 2012	<ol style="list-style-type: none"> <li>1. Leadership funding for Math Leads, and planning time.</li> <li>2. PLC staff meeting time.</li> <li>3. Planning and Preparation time for staff to create, think through, gather and arrange materials fro math differentiation models.</li> </ol>