

Meadow Brook Intermediate  
1775 S. College Avenue  
College Place, WA 99324

## **School wide 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 20, 2010

# **School wide Improvement Plan Title 1**

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**Section 1114: School wide Program Plan shall include the following components:**

1. A comprehensive needs assessment for the entire school as defined by section 1309 (2) that is based on information which includes the achievement of children in relation to the State academic content and achievement standards described in section 1111(b).
2. School wide reform strategies provide opportunities for all children to meet the state's proficient and advanced levels of student achievement described in section 1111 (b)(11)(D):
  - a. Strengthen the core academic program in the school;
  - b. Increase the amount of quality learning time;
  - c. Include strategies for meeting the educational needs of the historically underserved populations;

Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school wide:

  - d. Counseling, pupil services, and mentoring services;
  - e. College and career awareness and preparation;
  - f. Integration of vocational and technical education program;
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services, parents, and other staff to enable children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality, highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 118, such as family literacy services.
7. Plans for assisting preschool children in transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely, additional assistance.
10. Coordination and integration of federal, state and local services and programs.

| Title I School wide Plan Components   | Where Identified in Title I School wide Plan | Task Completed |    |
|---|--|----------------|----|
|   |  | Yes            | No |
| <b>Component # 1:</b><br>Comprehensive Needs Assessment   | Page 25                                      | X              |    |
| <b>Component # 2:</b><br>School wide Reform Strategies  | Page 40                                      | X              |    |
| <b>Component # 3:</b><br>Instruction by high-qualified staff  | Page 38-39                                   | X              |    |
| <b>School wide # 4:</b><br>Professional development activities  | Page 47, 54                                  | X              |    |
| <b>School wide # 5:</b><br>Attract high-quality highly qualified teachers                             | Page 38-39                                   | X              |    |
| <b>School wide # 6:</b><br>Strategies to increase parent involvement                                  | Page 41                                      | X              |    |
| <b>School wide # 7:</b><br>Transition   | Page 42, 56                                  | X              |    |
| <b>School wide # 8:</b><br>Include teachers in assessment decisions                                   | Page 42                                      | X              |    |
| <b>School wide # 9:</b><br>Strategies for additional assistance to students experiencing difficulties | Page 38                                      | X              |    |
| <b>School wide # 10:</b><br>Coordinate and integrate Federal, State and local services                | Page 55                                      | X              |    |



## **INTRODUCTION**

# **Guiding Principles of School Wide 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 263 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. Principal, Dean of students, counselor school office staff as well as: 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. 25 to 30 % of our students leave us during the year; some do return. Our diverse population includes 34.9% in the Hispanic minority group. Students enrolled in the free or reduced food program constitute 61% of our population.

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

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. 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: D.A.R.E. Graduation Night, Conferences, Community ESL classes, sporting events, and music programs.

**Leadership/Planning Team Members**

- Tim Payne, Superintendent
- \_\_\_\_\_ Date: \_\_\_\_\_
- William Varady, Principal
- \_\_\_\_\_ Date: \_\_\_\_\_
- Aubrey Shaver, 4<sup>th</sup> Grade Teacher
- \_\_\_\_\_ Date: \_\_\_\_\_
- Corey Davis, 5<sup>th</sup> Grade Teacher
- \_\_\_\_\_ Date: \_\_\_\_\_
- Sasha Ferraro, 6<sup>th</sup> Grade Teacher
- \_\_\_\_\_ Date: \_\_\_\_\_
- Curtis Sloan, Physical Education
- \_\_\_\_\_ Date: \_\_\_\_\_
- Andrew Goin, Title 1
- \_\_\_\_\_ Date: \_\_\_\_\_
- Chris Johnson, Title 1 Assistant
- \_\_\_\_\_ Date: \_\_\_\_\_
- Scooter Johnston, Parent Volunteer
- \_\_\_\_\_ Date: \_\_\_\_\_

*(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---Aubrey Shaver, Corey Davis, Sasha Ferraro, Curtis Sloan

Administrator---Bill Varady ---Principal

District office staff --- Tim Payne---Superintendent

Title I staff---Andrew Goin ---Title I Teacher

Classified staff--- Chris Johnson

Parent--- Scooter Johnston---Parent Volunteer

**(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 School-Wide Program Contacts**

**(Required of Title 1 SWP)**

Name: Carol Garbe  
Title: Special Programs Director  
Phone: 509-525-4827  
E-Mail: [cgarbe@cpps.org](mailto:cgarbe@cpps.org)

Name: William Varady  
Title: Principal  
Phone: 509-522-3265  
E-Mail: [bvarady@cpps.org](mailto:bvarady@cpps.org)

Name: Andrew Goin  
Title: Title 1 Reading Specialist  
Phone: 509-525-3265  
E-Mail: [agoin@cpps.org](mailto:agoin@cpps.org)

## **Title I School-Wide Program Contacts**

Name: Doug Case  
Title: School Board Chairman

Name: Marci Knauft  
Title: School Board Member

Name: Brian Maiden  
Title: School Board Member

Name: Troy Fitzgerald  
Title: School Board Member

Name: Todd Stubblefield  
Title: School Board Member

Name: Tim Payne  
Title: Superintendent

**Date of District Review:** \_\_\_\_\_

## 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 school wide 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.

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 the nine characteristics of highly effective schools. Data will be added periodically to reflect progress toward our goals.

## **The Nine Characteristics of Highly Effective Schools include:**

- 1. Vision**
- 2. Standards/Expectations**
- 3. Leadership**
- 4. Collaboration/Communication**
- 5. Alignment to Standards**
- 6. Monitoring of Teaching and Learning**
- 7. Professional Development**
- 8. Learning Environment**
- 9. Family and Community Involvement**

## **Assessing Strengths and Areas of Concern**

All stakeholders (all certificated, classified staff, parent representatives, and students) participated in a survey based on the nine characteristics of highly effective schools. The survey used a five point scale, with one meaning the participant “doesn’t agree at all” with the statement and five meaning that the participant “agreed completely. The results were tallied and ranked for the top five areas of concern for staff, parents, and students. The results were discussed with staff members and viable solutions for the areas of weakness were discussed and planned for.

### **Staff Survey**

## **SCHOOL STAFF SURVEY OF SCHOOL CHARACTERISTICS**

To improve school quality and help students learn, school personnel need to identify their strengths and areas needing improvement. Obtaining your views about your school is an important part of this process.

The survey on the following pages was developed to generate discussion that can help your school improvement efforts. Each of the statements in the survey relate to one or more of the nine characteristics of high-performing schools. *(For more information on these types of schools, see <http://www.k12.wa.us/research/pubdocs/pdf/9characterfor%20SIP.pdf>)*

It will take you about 10 minutes to complete the survey. To ensure your responses remain confidential, your ratings will be combined with other staff and reported as a group. Completing the survey is voluntary, although we encourage you to respond honestly to help your school get a complete understanding of staff views. To help keep survey responses confidential, consider using an independent party (ESDs, universities, consultants, etc.) to give the survey and analyze the results.

Survey Scale The survey on the following pages uses a 5-point scale, from 1 meaning you “do not agree at all” to 5 meaning you “agree completely.” Indicate the number that best describes your level of agreement about each statement. If you have no knowledge to make an accurate selection, mark 0 in the first column (“no basis to judge”).

Before taking the survey, please complete the bottom half of this page. This information will be used for analysis purposes only, and results will not be reported for categories that have fewer than five (5) responses.

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1. Your primary role (*check one*):  Teacher  Building administrator  Other certificated staff  
 Para-educator  Other classified staff
2. Years working in your current role:  0-3  4-7  8-15  16 or more  
(*include work in other locations*)
3. Years working in this school (*check one*):  0-3  4-7  8-15  16 or more
4. Grade(s) taught (*circle all that apply*): K 1 2 3 4 5 6 7 8 9 10 11 12 Not applicable

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Think about your school as you read each of the statements below. Then **circle** the number that best describes how much you agree with that statement.

| <b>1. Vision</b>   | <b>No basis to judge</b> | <b>Don't agree at all</b> | <b>Agree slightly</b> | <b>Agree moderately</b> | <b>Agree mostly</b> | <b>Agree completely</b> |
|--|--------------------------|---------------------------|-----------------------|-------------------------|---------------------|-------------------------|
| a) The school has a clear sense of purpose.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| b) I have a clear understanding of what the school is trying to achieve.                           | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| c) The staff shares a common understanding of what the school wants to achieve.                    | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| d) All staff are committed to achieving the school's goals.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| e) The staff keeps the school's goals in mind when making important decisions.                     | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| f) The school's primary emphasis is improving student learning.                                    | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| <b>2. Standards/Expectations</b>   | <b>No basis to judge</b> | <b>Don't agree at all</b> | <b>Agree slightly</b> | <b>Agree moderately</b> | <b>Agree mostly</b> | <b>Agree completely</b> |
| a) All students are expected to achieve high standards.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| b) Teachers do whatever it takes to help all students meet high academic standards.                | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| c) I believe all students can learn complex concepts.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| d) All students are consistently challenged by a rigorous curriculum.                              | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| e) Teachers use effective strategies to help low-performing students meet high academic standards. | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| <b>3. Leadership</b>   | <b>No basis to judge</b> | <b>Don't agree at all</b> | <b>Agree slightly</b> | <b>Agree moderately</b> | <b>Agree mostly</b> | <b>Agree completely</b> |
| a) Many staff provide leadership in some way.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| b) Leaders advocate for effective instruction for all students.                                    | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| c) People in leadership roles act with integrity.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| d) School administrators consider various viewpoints when making decisions.                        | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| e) Leaders hold staff accountable for improving student learning.                                  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| f) I feel like the school leadership cares about me.   | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| <b>4. Collaboration/Communications</b>   | <b>No basis to judge</b> | <b>Don't agree at all</b> | <b>Agree slightly</b> | <b>Agree moderately</b> | <b>Agree mostly</b> | <b>Agree completely</b> |
| a) The school uses a system to obtain a variety of perspectives when making decisions.             | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| b) Teachers discuss teaching issues on a regular basis.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| c) Staff members work together to solve problems related to school issues.                         | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| d) The staff works in teams across grade levels to help increase student learning.                 | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |

|  | <u>No basis to judge</u>        | <u>Don't agree at all</u>        | <u>Agree slightly</u>        | <u>Agree moderately</u>        | <u>Agree mostly</u>        | <u>Agree completely</u>        |
|--|---------------------------------|----------------------------------|------------------------------|--------------------------------|----------------------------|--------------------------------|
| e) Staff routinely work together to plan what will be taught.                                    | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| f) Teachers have frequent communication with the families of their students.                     | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| g) Staff members trust one another.  | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| <b>5. Alignment to Standards</b>   | <b><u>No basis to judge</u></b> | <b><u>Don't agree at all</u></b> | <b><u>Agree slightly</u></b> | <b><u>Agree moderately</u></b> | <b><u>Agree mostly</u></b> | <b><u>Agree completely</u></b> |
| a) The school's curriculum is aligned with state standards (EALRs).                              | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| b) Instructional staff have a good understanding of the state standards in the areas they teach. | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| c) Instructional materials that are aligned with the EALRs are available to staff.               | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| d) Instruction builds on what students already know.   | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| e) Schoolwork is meaningful to students.   | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| f) Teachers use a variety of approaches and activities to help students learn.                   | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| g) Classroom activities are intellectually stimulating.  | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| h) I know the research basis for the instructional strategies being used.                        | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| i) The staff uses WASL results to help plan instructional activities.                            | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| <b>6. Monitoring of Teaching and Learning</b>  | <b><u>No basis to judge</u></b> | <b><u>Don't agree at all</u></b> | <b><u>Agree slightly</u></b> | <b><u>Agree moderately</u></b> | <b><u>Agree mostly</u></b> | <b><u>Agree completely</u></b> |
| a) Students receive regular feedback about what they need to do to improve.                      | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| b) Students receive extra help when they need it.  | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| c) Teachers modify their instructional practices based on classroom assessment information.      | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| d) Teachers receive regular feedback on how they are doing.                                      | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| e) Teaching and learning are the focus of staff observations and evaluations.                    | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| f) Teachers provide feedback to each other to help improve instructional practices.              | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |
| g) High quality work is expected of all the adults who work at the school.                       | 0                               | 1                                | 2                            | 3                              | 4                          | 5                              |

Continue to the last page →

| <b>7. Professional Development</b>  | <b>No basis to judge</b> | <b>Don't agree at all</b> | <b>Agree slightly</b> | <b>Agree moderately</b> | <b>Agree mostly</b> | <b>Agree completely</b> |
|---|--------------------------|---------------------------|-----------------------|-------------------------|---------------------|-------------------------|
| a) Assessment results are used to determine professional learning activities.                             | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| b) Staff members get help in areas they need to improve.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| c) Professional development activities are consistent with school goals.                                  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| d) I have enough opportunities to grow professionally.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| e) Different staff members periodically lead professional development activities for other staff.         | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| f) Instructional staff view themselves as learners as well as teachers.                                   | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| <b>8. Learning Environment</b>  | <b>No basis to judge</b> | <b>Don't agree at all</b> | <b>Agree slightly</b> | <b>Agree moderately</b> | <b>Agree mostly</b> | <b>Agree completely</b> |
| a) Students feel safe on school property during school hours.   | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| b) The school environment is conducive to learning.   | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| c) Teachers show they care about <u>all</u> of their students.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| d) The staff respects the cultural heritage of students.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| e) Students respect those who are different from them.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| f) Instruction is adjusted to meet individual student needs.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| g) Student discipline problems are managed well.  | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| h) The staff feels free to express their ideas and opinions with one another.                             | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| <b>9. Family &amp; Community Involvement</b>  | <b>No basis to judge</b> | <b>Don't agree at all</b> | <b>Agree slightly</b> | <b>Agree moderately</b> | <b>Agree mostly</b> | <b>Agree completely</b> |
| a) The staff believes students learn more through effective family support.                               | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| b) The school works with many community organizations to support its students.                            | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| c) The school makes a special effort to contact the families of students who are struggling academically. | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| d) Teachers have frequent contact with their student's parents.   | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| e) The school provides ample information to families about how to help students succeed in school.        | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |
| f) Many parents are involved as volunteers at the school.   | 0                        | 1                         | 2                     | 3                       | 4                   | 5                       |



- 5 *Agree Completely*
- 4 *Agree Mostly*
- 3 *Agree Moderately*
- 2 *Agree Slightly*
- 1 *Don't Agree at All*
- X *Don't Know/Does Not Apply*

|   | Don't Know/<br>Does Not Apply | Don't agree at all | Agree slightly | Agree moderately | Agree mostly | Agree completely |
|---|-------------------------------|--------------------|----------------|------------------|--------------|------------------|
| 1. The school has a clearly defined purpose and mission.                          | X                             | 1                  | 2              | 3                | 4            | 5                |
| 2. I have a clear understanding of what the school is trying to accomplish.       | X                             | 1                  | 2              | 3                | 4            | 5                |
| 3. I support the goals of the school.   | X                             | 1                  | 2              | 3                | 4            | 5                |
| 4. The school's primary emphasis is improving student learning.                   | X                             | 1                  | 2              | 3                | 4            | 5                |
| 5. The school communicates its goals effectively to families and the community.   | X                             | 1                  | 2              | 3                | 4            | 5                |
| 6. All students in the school are expected to meet high standards.                | X                             | 1                  | 2              | 3                | 4            | 5                |
| 7. My child understands what needs to be learned.                                 | X                             | 1                  | 2              | 3                | 4            | 5                |
| 8. School work is meaningful and made relevant.                                   | X                             | 1                  | 2              | 3                | 4            | 5                |
| 9. Teachers do whatever it takes to help my child meet high academic standards.   | X                             | 1                  | 2              | 3                | 4            | 5                |
| 10. Teachers make adjustments to meet individual student's needs.                 | X                             | 1                  | 2              | 3                | 4            | 5                |
| 11. Classes challenge students to think and solve problems.                       | X                             | 1                  | 2              | 3                | 4            | 5                |
| 12. Students receive detailed information about the quality of the work they do.  | X                             | 1                  | 2              | 3                | 4            | 5                |
| 13. Teachers give students extra help if it is needed.                            | X                             | 1                  | 2              | 3                | 4            | 5                |
| 14. Grades are given in a fair manner.  | X                             | 1                  | 2              | 3                | 4            | 5                |
| 15. Students respect those who are different from them.                           | X                             | 1                  | 2              | 3                | 4            | 5                |
| 16. The adults in the school show respect for all students.                       | X                             | 1                  | 2              | 3                | 4            | 5                |
| 17. Discipline problems are handled fairly.                                       | X                             | 1                  | 2              | 3                | 4            | 5                |
| 18. School leaders act fairly and with integrity.                                 | X                             | 1                  | 2              | 3                | 4            | 5                |
| 19. My child feels safe at school.  | X                             | 1                  | 2              | 3                | 4            | 5                |
| 20. The school environment helps the learning process.                            | X                             | 1                  | 2              | 3                | 4            | 5                |
| 21. School staff listen carefully when I express my opinions and concerns.        | X                             | 1                  | 2              | 3                | 4            | 5                |
| 22. Teachers are constantly trying to become better teachers.                     | X                             | 1                  | 2              | 3                | 4            | 5                |
| 23. The teachers and other adults in my school show respect for each other.       | X                             | 1                  | 2              | 3                | 4            | 5                |
| 24. School leaders show they care about all students.                             | X                             | 1                  | 2              | 3                | 4            | 5                |
| 25. The adults in the school work well together.                                  | X                             | 1                  | 2              | 3                | 4            | 5                |
| 26. The school contacts the families of students who are struggling academically. | X                             | 1                  | 2              | 3                | 4            | 5                |
| 27. There is frequent, two-way communication between school staff and families.   | X                             | 1                  | 2              | 3                | 4            | 5                |
| 28. I feel welcome when I visit the school.                                       | X                             | 1                  | 2              | 3                | 4            | 5                |
| 29. The school works with many community organizations to support its students.   | X                             | 1                  | 2              | 3                | 4            | 5                |
| 30. Many parents and adults from the community come and help at the school.       | X                             | 1                  | 2              | 3                | 4            | 5                |

## INTERMEDIATE SCHOOL STUDENT SURVEY

This survey asks for your opinions about your school. It will take about 5-10 minutes to finish. It uses a 5-point scale, with **1** meaning you “don’t agree at all” with the sentence, and **5** meaning you “agree completely.” Circle one number for each sentence. (Circle the **X** if you don’t know or have no opinion.) There is no right answer. Please respond honestly. *Your marks will be kept private.*

If you do not want to take the survey, check this box  and return  the blank survey.

School District \_\_\_\_\_ Date \_\_\_\_\_

School Name \_\_\_\_\_

**Think about your school as you read each sentence. Then circle the number that best describes how much you agree with that sentence.**

### Use the following scale to guide your responses

5 *Strongly agree*

4 *Agree*

3 *Neutral (neither agree nor disagree)*

2 *Disagree*

1 *Strongly disagree*

X *Don't know / No opinion*

|  | Don't Know/<br>No Opinion | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|---------------------------|-------------------|----------|---------|-------|----------------|
| 1. My teacher makes it clear what I am supposed to learn.        | X                         | 1                 | 2        | 3       | 4     | 5              |
| 2. My teacher expects all students to work hard.                 | X                         | 1                 | 2        | 3       | 4     | 5              |
| 3. My teacher believes that I <u>can</u> learn.                  | X                         | 1                 | 2        | 3       | 4     | 5              |
| 4. My teacher thinks I <u>will</u> be successful.                | X                         | 1                 | 2        | 3       | 4     | 5              |
| 5. I know that I can do good work.                               | X                         | 1                 | 2        | 3       | 4     | 5              |
| 6. My teacher uses different ways to help me learn.              | X                         | 1                 | 2        | 3       | 4     | 5              |
| 7. My teacher listens to my ideas and opinions.                  | X                         | 1                 | 2        | 3       | 4     | 5              |
| 8. The school work I am asked to do is challenging.              | X                         | 1                 | 2        | 3       | 4     | 5              |
| 9. My teacher helps me when I don't understand something.        | X                         | 1                 | 2        | 3       | 4     | 5              |
| 10. I get extra help when I need it.                             | X                         | 1                 | 2        | 3       | 4     | 5              |
| 11. I know how to get help from an adult at school if I need it. | X                         | 1                 | 2        | 3       | 4     | 5              |
| 12. My teacher encourages me to do my best.                      | X                         | 1                 | 2        | 3       | 4     | 5              |
| 13. My teacher cares about me.                                   | X                         | 1                 | 2        | 3       | 4     | 5              |
| 14. Teachers in my school show respect for students.             | X                         | 1                 | 2        | 3       | 4     | 5              |
| 15. Most students respect those who are different from them.     | X                         | 1                 | 2        | 3       | 4     | 5              |
| 16. I feel safe when I am at school.                             | X                         | 1                 | 2        | 3       | 4     | 5              |
| 17. I feel safe when I am outside during recess.                 | X                         | 1                 | 2        | 3       | 4     | 5              |
| 18. It is easy to learn at this school.                          | X                         | 1                 | 2        | 3       | 4     | 5              |
| 19. I have fun learning at school.                               | X                         | 1                 | 2        | 3       | 4     | 5              |
| 20. Sometimes students work together in class.                   | X                         | 1                 | 2        | 3       | 4     | 5              |
| 21. The school has fair rules.                                   | X                         | 1                 | 2        | 3       | 4     | 5              |



## **Title 1 School-Wide Needs Assessment 2009-2010**

A comprehensive needs assessment was completed by each grade level based upon the WASL data from Spring 2009. 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.

Student mobility rate, absenteeism, and transitions between pullout programs are all challenges Meadow Brook Intermediate School faces when trying to ensure student success. As stated previously, we have a mobility rate of over 14.6% at our school. This gap in educational contact time adversely affects many of our students.

The theme of our school is “unity” for student achievement focusing upon clear learning targets for **reading, writing and math**. This year 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 are addressing our family involvement concerns through increased family participation activities, keeping school and staff web-sites maintained and updated frequently, and also inviting parents into the school in different capacities.

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 following Title II Part A needs assessment of 2010.

# Title II Part A Needs Assessment

## Meadow Brook Intermediate, Spring 2010

### Staff Summary Data

| Characteristic                      |         | Don't agree at all | Agree slightly | Agree somewhat | Agree mostly | Agree completely | Missing/NA |
|-------------------------------------|---------|--------------------|----------------|----------------|--------------|------------------|------------|
| 1. Vision                           |         | 5.2%               | 14.4%          | 17.8%          | 50.6%        | 9.2%             | 2.9%       |
| 2. Standards                        |         | 6.9%               | 15.2%          | 25.5%          | 42.8%        | 6.2%             | 3.4%       |
| 3. Leadership                       |         | 4.6%               | 15.5%          | 14.4%          | 40.8%        | 20.7%            | 4.0%       |
| 4. Collaboration                    |         | 4.5%               | 16.4%          | 16.4%          | 39.3%        | 12.4%            | 10.9%      |
| 5. Alignment                        |         | 2.7%               | 5.4%           | 17.0%          | 48.6%        | 13.1%            | 13.1%      |
| 6. Monitoring                       |         | 1.0%               | 8.4%           | 21.8%          | 39.6%        | 12.4%            | 16.8%      |
| 7. Professional Development         |         | 3.5%               | 12.1%          | 25.4%          | 31.8%        | 9.8%             | 17.3%      |
| 8. Environment                      |         | 4.8%               | 13.4%          | 20.3%          | 43.7%        | 14.7%            | 3.0%       |
| 9. Parent and Community involvement |         | 7.5%               | 17.2%          | 21.3%          | 27.0%        | 12.1%            | 14.9%      |
|                                     | Overall | 4.3%               | 12.7%          | 19.7%          | 40.9%        | 12.5%            | 9.8%       |

## Family Summary Data

| Characteristic                      | Mean | Don't agree at all | Agree slightly | Agree somewhat | Agree mostly | Agree completely | Missing/NA |
|-------------------------------------|------|--------------------|----------------|----------------|--------------|------------------|------------|
| 1. Vision                           | 4.26 | 1.1%               | 2.0%           | 12.3%          | 39.2%        | 45.4%            | 0.0%       |
| 2. Standards                        | 4.21 | 1.0%               | 3.1%           | 13.5%          | 39.1%        | 43.3%            | 0.0%       |
| 3. Leadership                       | 4.25 | 1.0%               | 2.3%           | 13.1%          | 37.9%        | 45.7%            | 0.0%       |
| 4. Collaboration                    | 4.20 | 1.4%               | 3.6%           | 13.9%          | 35.6%        | 45.4%            | 0.0%       |
| 5. Alignment                        | 4.22 | 0.8%               | 2.3%           | 13.7%          | 40.3%        | 42.9%            | 0.0%       |
| 6. Monitoring                       | 4.20 | 1.0%               | 3.3%           | 14.4%          | 37.7%        | 43.6%            | 0.0%       |
| 7. Professional Development         | NA   | NA                 | NA             | NA             | NA           | NA               | NA         |
| 8. Environment                      | 4.24 | 0.9%               | 3.1%           | 13.5%          | 36.4%        | 46.2%            | 0.0%       |
| 9. Parent and Community involvement | 4.20 | 1.1%               | 4.2%           | 14.2%          | 34.9%        | 45.6%            | 0.0%       |
| Overall                             | 4.22 | 1.0%               | 3.0%           | 13.6%          | 37.4%        | 44.9%            | 0.0%       |

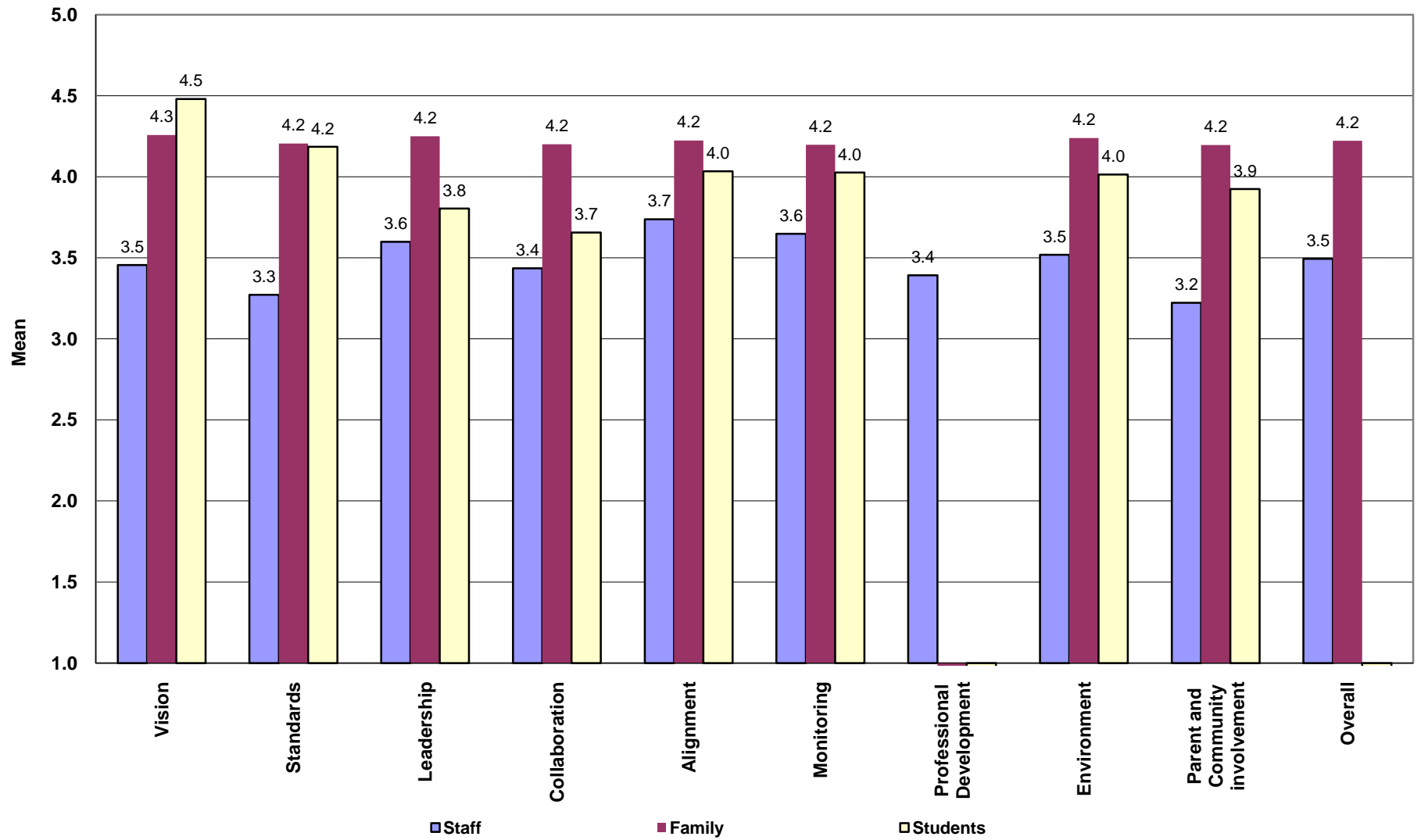
## Student Summary Data

| Characteristic                      | Mean | Don't agree at all | Agree slightly | Agree somewhat | Agree mostly | Agree completely | Missing/NA |
|-------------------------------------|------|--------------------|----------------|----------------|--------------|------------------|------------|
| 1. Vision                           | 4.48 | 0.8%               | 1.0%           | 6.1%           | 32.3%        | 57.4%            | 2.3%       |
| 2. Standards                        | 4.18 | 3.2%               | 3.1%           | 12.1%          | 31.8%        | 45.5%            | 4.2%       |
| 3. Leadership                       | 3.80 | 6.5%               | 7.3%           | 18.2%          | 32.1%        | 33.3%            | 2.6%       |
| 4. Collaboration                    | 3.66 | 7.4%               | 9.6%           | 17.7%          | 30.4%        | 27.3%            | 7.5%       |
| 5. Alignment                        | 4.03 | 3.2%               | 4.1%           | 17.2%          | 34.4%        | 38.4%            | 2.7%       |
| 6. Monitoring                       | 4.03 | 2.9%               | 4.6%           | 16.0%          | 34.3%        | 36.3%            | 6.0%       |
| 7. Professional Development         | NA   | NA                 | NA             | NA             | NA           | NA               | NA         |
| 8. Environment                      | 4.01 | 4.5%               | 4.9%           | 15.2%          | 32.5%        | 39.9%            | 2.8%       |
| 9. Parent and Community involvement | 3.92 | 4.3%               | 6.3%           | 15.6%          | 31.9%        | 33.9%            | 8.1%       |
| Overall                             | 0.19 | 0.2%               | 0.3%           | 0.8%           | 1.7%         | 1.8%             | 0.4%       |

### All Nine Characteristics - Mean, Results by Group

Meadow Brook, 40269

(Professional development results are not generated by the family and student surveys)





## **Data**

## Demographic Data

Meadow Brook Intermediate School has an actual student population of 263 students. Student population is 34.9% 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 61% 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 University is an Adventist College situated in close proximity with Meadow Brook Intermediate School.

College Place is located adjacent to Walla Walla, WA, and many of our programs are interconnected. Its population is slowly growing and currently is 8,770. 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

| <b>Enrollment</b>               |     |       |
|---------------------------------|-----|-------|
| October 2008 Student Count      |     | 240   |
| May 2009 Student Count          |     | 234   |
| <b>Gender (October 2008)</b>    |     |       |
| Male                            | 136 | 56.7% |
| Female                          | 104 | 43.3% |
| <b>Ethnicity (October 2008)</b> |     |       |
| American Indian/Alaskan Native  | 5   | 2.1%  |
| Asian                           | 1   | 0.4%  |
| Asian/Pacific Islander          | 1   | 0.4%  |
| Black                           | 7   | 2.9%  |
| Hispanic                        | 86  | 35.8% |
| White                           | 141 | 58.8% |

| <b>Special Programs</b>                              |     |       |
|--|-----|-------|
| Free or Reduced-Price Meals (May 2009)               | 134 | 57.3% |
| Special Education (May 2009)                         | 32  | 13.7% |
| Transitional Bilingual (May 2009)                    | 40  | 17.1% |
| Migrant (May 2009)                                   | 14  | 6.0%  |
| <b>Other Information (<a href="#">more info</a>)</b> |     |       |
| Unexcused Absence Rate (2008-09)                     | 142 | 0.4%  |

| <b>Teacher Information (2008-09) (<a href="#">more info</a>)</b>                           |  |        |
|--|--|--------|
| Total number of teachers who teach core academic classes                                   |  | 14     |
| % of teachers teaching with an emergency certificate                                       |  | 0.0%   |
| % of teacher teaching with a conditional certificate                                       |  | 0.0%   |
| Total number of core academic classes  |  | 14     |
| <i>NCLB Highly Qualified Teacher Information</i>   |  |        |
| % of classes taught by teachers meeting NCLB highly qualified (HQ) definition              |  | 100.0% |
| % of classes taught by teachers who do not meet NCLB HQ definition                         |  | 0.0%   |
| % of classes in high poverty schools taught by teachers who meet NCLB HQ definition        |  | N/A    |
| % of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition |  | N/A    |
| % of classes in low poverty schools taught by teachers who meet NCLB HQ definition         |  | N/A    |
| % of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition  |  | N/A    |

# Student Achievement Data

WASL Trends

## 4<sup>th</sup> Grade

### 4th Grade Reading

| Year    | School | District | State  |
|---------|--------|----------|--------|
| 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%  |
| 2006-07 | 76.3%  | 76.3%    | 76.6%  |
| 2007-08 | 55.8%  | 55.8%    | 72.6%  |
| 2008-09 | 64.0%  | 64.0%    | 73.6 % |

### 4th Grade Math

| Year    | School | District | State |
|---------|--------|----------|-------|
| 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% |
| 2006-07 | 47.5%  | 47.5%    | 58.1% |
| 2007-08 | 37.2%  | 37.2%    | 53.6% |
| 2008-09 | 25.8%  | 25.8%    | 52.3% |

### 4th Grade Writing

| Year    | School | District | State |
|---------|--------|----------|-------|
| 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% |
| 2006-07 | 50.0%  | 50.0%    | 60.2% |
| 2007-08 | 46.5%  | 46.5%    | 62.3% |
| 2008-09 | 46.1%  | 46.1%    | 60.4% |

## 5<sup>th</sup> Grade

### 5th Grade Reading

| Year           | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 73.6%  | 73.6%    | 76.3% |
| <u>2006-07</u> | 70.8%  | 70.8%    | 71.9% |
| <u>2007-08</u> | 62.3%  | 62.3%    | 75.6% |
| <u>2008-09</u> | 54.4%  | 54.4%    | 74.0% |

### 5th Grade Math

| Year           | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 53.5%  | 53.5%    | 55.8% |
| <u>2006-07</u> | 51.7%  | 51.7%    | 59.5% |
| <u>2007-08</u> | 49.4%  | 49.4%    | 61.2% |
| <u>2008-09</u> | 41.8%  | 41.8%    | 61.9% |

### 5th Grade Science

| Year           | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 26.0%  | 26.0%    | 35.7% |
| <u>2006-07</u> | 32.6%  | 32.6%    | 36.5% |
| <u>2007-08</u> | 33.3%  | 33.3%    | 43%   |
| <u>2008-09</u> | 22.8%  | 22.8%    | 44.9% |

## 6<sup>th</sup> Grade

### 6th Grade Reading

| Year           | School | District | State |
|----------------|--------|----------|-------|
| <u>2005-06</u> | 56.8%  | 56.8%    | 66.7% |
| <u>2006-07</u> | 68.4%  | 68.4%    | 68.0% |
| <u>2007-08</u> | 71.8%  | 71.8%    | 68.9% |
| <u>2008-09</u> | 66.2%  | 66.2%    | 72.0% |

### 6th Grade Math

| Year           | School | District | State  |
|----------------|--------|----------|--------|
| <u>2005-06</u> | 39.1%  | 39.1%    | 49.5%  |
| <u>2006-07</u> | 41.8%  | 41.8%    | 49.6 % |
| <u>2007-08</u> | 38.8%  | 38.8%    | 49.1%  |
| <u>2008-09</u> | 42.6%  | 42.6%    | 50.9%  |

# WASL Breakdown 2008-2009 4th

| Reading - Grade 4                          |        |         |
|--|--------|---------|
|  | Number | Percent |
| <b>Meeting Standard</b>                    | 57     | 64.0%   |
| Level 4 (exceeds standard)                 | 16     | 18.0%   |
| Level 3 (met standard)                     | 35     | 39.3%   |
| Basic (met standard)                       | 6      | 6.7%    |
| <b>Not Meeting Standard</b>                | 32     | 36.0%   |
| Level 2 (below standard)                   | 26     | 29.2%   |
| Level 1 (well below standard)              | 6      | 6.7%    |
| No Score                                   | 0      | 0.0%    |
| Unexcused Absence, Refusal                 | 0      | 0.0%    |
| Other*                                     | 0      | 0.0%    |
| <b>Total</b>                               | 89     | 100%    |
| <b>Meeting Standard excluding No Score</b> |        | 64.0%   |
| <b>Alternate Assessment (see WAAS)</b>     | 1      |         |
| WAAS Portfolio                             | 1      |         |
| WAAS DAW**                                 | 0      |         |
| <b>Not included in test calculations</b>   | 0      |         |
| Excused Absence                            | 0      |         |
| Exempted***                                | 0      |         |
| <b>Total Enrollment</b>                    | 90     |         |

| Math - Grade 4                             |        |         |
|--|--------|---------|
|  | Number | Percent |
| <b>Meeting Standard</b>                    | 23     | 25.8%   |
| Level 4 (exceeds standard)                 | 9      | 10.1%   |
| Level 3 (met standard)                     | 14     | 15.7%   |
| Basic (met standard)                       | 0      | 0.0%    |
| <b>Not Meeting Standard</b>                | 66     | 74.2%   |
| Level 2 (below standard)                   | 32     | 36.0%   |
| Level 1 (well below standard)              | 34     | 38.2%   |
| No Score                                   | 0      | 0.0%    |
| Unexcused Absence, Refusal                 | 0      | 0.0%    |
| Other*                                     | 0      | 0.0%    |
| <b>Total</b>                               | 89     | 100%    |
| <b>Meeting Standard excluding No Score</b> |        | 25.8%   |
| <b>Alternate Assessment (see WAAS)</b>     | 1      |         |
| WAAS Portfolio                             | 1      |         |
| WAAS DAW**                                 | 0      |         |
| <b>Not included in test calculations</b>   | 0      |         |
| Excused Absence                            | 0      |         |
| Exempted***                                | 0      |         |
| <b>Total Enrollment</b>                    | 90     |         |

| Writing - Grade 4                          |        |         |
|--|--------|---------|
|  | Number | Percent |
| <b>Meeting Standard</b>                    | 41     | 46.1%   |
| Level 4 (exceeds standard)                 | 5      | 5.6%    |
| Level 3 (met standard)                     | 33     | 37.1%   |
| Basic (met standard)                       | 3      | 3.4%    |
| <b>Not Meeting Standard</b>                | 48     | 53.9%   |
| Level 2 (below standard)                   | 24     | 27.0%   |
| Level 1 (well below standard)              | 23     | 25.8%   |
| No Score                                   | 1      | 1.1%    |
| Unexcused Absence, Refusal                 | 0      | 0.0%    |
| Other*                                     | 1      | 1.1%    |
| <b>Total</b>                               | 89     | 100%    |
| <b>Meeting Standard excluding No Score</b> |        | 46.6%   |
| <b>Alternate Assessment (see WAAS)</b>     | 1      |         |
| WAAS Portfolio                             | 1      |         |
| WAAS DAW**                                 | 0      |         |
| <b>Not included in test calculations</b>   | 0      |         |
| Excused Absence                            | 0      |         |
| Exempted***                                | 0      |         |
| <b>Total Enrollment</b>                    | 90     |         |

## WASL Breakdown 2009-2010 5<sup>th</sup> Grade

| Reading - Grade 5                          |        |         |
|--|--------|---------|
|  | Number | Percent |
| <b>Meeting Standard</b>                    | 43     | 54.4%   |
| Level 4 (exceeds standard)                 | 20     | 25.3%   |
| Level 3 (met standard)                     | 22     | 27.8%   |
| Basic (met standard)                       | 1      | 1.3%    |
| <b>Not Meeting Standard</b>                | 36     | 45.6%   |
| Level 2 (below standard)                   | 28     | 35.4%   |
| Level 1 (well below standard)              | 8      | 10.1%   |
| No Score                                   | 0      | 0.0%    |
| Unexcused Absence, Refusal                 | 0      | 0.0%    |
| Other*                                     | 0      | 0.0%    |
| <b>Total</b>                               | 79     | 100%    |
| <b>Meeting Standard excluding No Score</b> |        | 54.4%   |
| <b>Alternate Assessment (see WAAS)</b>     | 1      |         |
| WAAS Portfolio                             | 1      |         |
| WAAS DAW**                                 | 0      |         |
| <b>Not included in test calculations</b>   | 0      |         |
| Excused Absence                            | 0      |         |
| Exempted***                                | 0      |         |
| <b>Total Enrollment</b>                    | 80     |         |

| <b>Math - Grade 5</b>                      |               |                |
|--|---------------|----------------|
|  | <u>Number</u> | <u>Percent</u> |
| <b>Meeting Standard</b>                    | 33            | 41.8%          |
| Level 4 (exceeds standard)                 | 9             | 11.4%          |
| Level 3 (met standard)                     | 24            | 30.4%          |
| Basic (met standard)                       | 0             | 0.0%           |
| <b>Not Meeting Standard</b>                | 46            | 58.2%          |
| Level 2 (below standard)                   | 14            | 17.7%          |
| Level 1 (well below standard)              | 32            | 40.5%          |
| No Score                                   | 0             | 0.0%           |
| Unexcused Absence, Refusal                 | 0             | 0.0%           |
| Other*                                     | 0             | 0.0%           |
| <b>Total</b>                               | 79            | 100%           |
| <b>Meeting Standard excluding No Score</b> |               | 41.8%          |
| <b>Alternate Assessment (see WAAS)</b>     | 1             |                |
| WAAS Portfolio                             | 1             |                |
| WAAS DAW**                                 | 0             |                |
| <b>Not included in test calculations</b>   | 0             |                |
| Excused Absence                            | 0             |                |
| Exempted***                                | 0             |                |
| <b>Total Enrollment</b>                    | 80            |                |

80

Total Enrollment

| <b>Science - Grade 5</b>                   |               |                |
|--|---------------|----------------|
|  | <u>Number</u> | <u>Percent</u> |
| <b>Meeting Standard</b>                    | 18            | 22.8%          |
| Level 4 (exceeds standard)                 | 3             | 3.8%           |
| Level 3 (met standard)                     | 15            | 19.0%          |
| Basic (met standard)                       | 0             | 0.0%           |
| <b>Not Meeting Standard</b>                | 61            | 77.2%          |
| Level 2 (below standard)                   | 27            | 34.2%          |
| Level 1 (well below standard)              | 33            | 41.8%          |
| No Score                                   | 1             | 1.3%           |
| Unexcused Absence, Refusal                 | 0             | 0.0%           |
| Other*                                     | 1             | 1.3%           |
| <b>Total</b>                               | 79            | 100%           |
| <b>Meeting Standard excluding No Score</b> |               | 23.1%          |
| <b>Alternate Assessment (see WAAS)</b>     | 1             |                |
| WAAS Portfolio                             | 1             |                |
| WAAS DAW**                                 | 0             |                |
| <b>Not included in test calculations</b>   | 0             |                |
| Excused Absence                            | 0             |                |
| Exempted***                                | 0             |                |
| <b>Total Enrollment</b>                    | 80            |                |

# WASL Breakdown 6<sup>th</sup> Grade 2008-2009

| Reading - Grade 6                          |        |         |
|--|--------|---------|
|  | Number | Percent |
| <b>Meeting Standard</b>                    | 43     | 66.2%   |
| Level 4 (exceeds standard)                 | 19     | 29.2%   |
| Level 3 (met standard)                     | 24     | 36.9%   |
| Basic (met standard)                       | 0      | 0.0%    |
| <b>Not Meeting Standard</b>                | 22     | 33.8%   |
| Level 2 (below standard)                   | 16     | 24.6%   |
| Level 1 (well below standard)              | 6      | 9.2%    |
| No Score                                   | 0      | 0.0%    |
| Unexcused Absence, Refusal                 | 0      | 0.0%    |
| Other*                                     | 0      | 0.0%    |
| <b>Total</b>                               | 65     | 100%    |
| <b>Meeting Standard excluding No Score</b> |        | 66.2%   |
| <b>Alternate Assessment (see WAAS)</b>     | 1      |         |
| WAAS Portfolio                             | 1      |         |
| WAAS DAW**                                 | 0      |         |
| <b>Not included in test calculations</b>   | 1      |         |
| Excused Absence                            | 0      |         |
| Exempted***                                | 1      |         |
| <b>Total Enrollment</b>                    | 67     |         |

| Math - Grade 6                             |        |         |
|--|--------|---------|
|  | Number | Percent |
| <b>Meeting Standard</b>                    | 30     | 46.2%   |
| Level 4 (exceeds standard)                 | 14     | 21.5%   |
| Level 3 (met standard)                     | 16     | 24.6%   |
| Basic (met standard)                       | 0      | 0.0%    |
| <b>Not Meeting Standard</b>                | 35     | 53.8%   |
| Level 2 (below standard)                   | 16     | 24.6%   |
| Level 1 (well below standard)              | 19     | 29.2%   |
| No Score                                   | 0      | 0.0%    |
| Unexcused Absence, Refusal                 | 0      | 0.0%    |
| Other*                                     | 0      | 0.0%    |
| <b>Total</b>                               | 65     | 100%    |
| <b>Meeting Standard excluding No Score</b> |        | 46.2%   |
| <b>Alternate Assessment (see WAAS)</b>     | 1      |         |
| WAAS Portfolio                             | 1      |         |
| WAAS DAW**                                 | 0      |         |
| <b>Not included in test calculations</b>   | 1      |         |
| Excused Absence                            | 0      |         |
| Exempted***                                | 1      |         |
| <b>Total Enrollment</b>                    | 67     |         |



## **Improvement Goals**

**4th Reading Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 76.1% by 2010 in reading as measured by the MSP or a 10% increase of students achieving standards per year.

**4th Math Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 64.9% by 2010 in math as measured by the MSP or a 10% increase of students achieving standards per year.

**4th Writing Goal**

Meadow Brook Intermediate School will make adequate yearly progress in all cells by 2010 in writing as measured by MSP or a 10% increase of students achieving standard per year.

**5th Reading Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 76.1% by 2010 in reading as measured by the MSP or a 10% increase of students achieving standards per year.

**5th Math Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 64.9% by 2010 in math as measured by the MSP or a 10% increase of students achieving standards per year.

**5th Science Goal**

Meadow Brook Intermediate School will make adequate yearly progress in all cells by MSP or a 10% increase of students achieving standard per year.

**6th Reading Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 65.1% by 2010 in reading as measured by the MSP or a 10% increase of students achieving standards per year.

**6th Math Goal**

Meadow Brook Intermediate School will make Adequate Yearly Progress in all cells by meeting or exceeding the state uniform bar to 58.7% by 2010 in math as measured by the MSP or a 10% increase of students achieving standards per year.



## **ACTION PLANS**

**(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 test to track and analyze student achievement, and to inform instruction at the individual, group, and whole class levels. This assessment tools will be used for collecting ongoing data identifying gaps & weaknesses and to drive instruction. The STAR assessment is also available to assess 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. Teachers will be using the ELDS (English Language Development Standards) in conjunction with the current GLEs to address the needs of these students. 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. Vertical Teaming will be utilized to monitor and implement writing processes and strategies of a 6 Trait Writing Program. Teachers at lower levels will utilize Graphic Organizers such as Four Square Writing processes. Staff 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.

Math

The district has elected to use the Measure of Academic Progress (MAP) test to track and analyze student achievement, and to inform instruction at the individual, group, and whole class levels. The STAR Math test is also available to assess students. These assessment tools will be used for collecting ongoing data identifying gaps & weaknesses and to drive instruction.

\_\_\_\_\_

Teachers will be trained on strategies to support ELL students including the ELDS. These scaffolding strategies will be used to support students in the content areas.

Students will have experience with hands on math problems and real life approaches to learning math.

An after school tutorial will be provided by the 21<sup>st</sup> Century Learning Grant for all students needing extra assistance. This opportunity gives students some quality time outside the regular classroom to master skills.

Parent Involvement:

We will be having several parent involvement nights this year including a family movie night, Back to School BBQ, and Show cases put on by our 21<sup>st</sup> Century Program. 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 state testing results at conferences. Our staff maintains classroom websites as well as school and district websites to keep parents informed of what is happening inside our school. Our district will also be offering free ESL classes for parents.

**(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 Plan

According to our data the following four areas are of highest priority to all of the stakeholders in our school. We will focus on these for areas for improvement while we maintain high performance in the other areas of high achievement.

| <b>Area of Focus</b>                    | <b>Action Plan</b>   | <b>Who is Responsible</b>                | <b>Frequency</b>  | <b>Funding Source</b>    | <b>Monitoring</b>         |
|---|--|--|-------------------|--------------------------|---------------------------|
| <b>Family and Community Involvement</b> | Back to School BBQ/Open House                                  | All Staff                                | Annually-August   | SIP Parent Involvement   | Principal                 |
|   | Family Learning Night  | All Staff                                | End of Semester   | 21 <sup>st</sup> Century | Principal                 |
|   | Fall Kick-Off and Spring Show Case<br>21 <sup>st</sup> Century | Mark Ferraro                             | Bi-annually       | 21 <sup>st</sup> Century | Mark Ferraro              |
|   | ESL Classes with 21 <sup>st</sup> Century                      | Mark Ferraro                             | 1 Course Annually | 21 <sup>st</sup> Century | Mark Ferraro              |
|   | Update School and Classroom Websites                           | Certified Staff                          | Quarterly         | N/A                      | Principal                 |
|   | Monthly School Newsletter                                      | Deirdre Jones                            | Monthly           | General Fund             | Principal                 |
|   | Spring Fun-Run and Ice Cream Splits                            | Curtis Sloan, Corey Davis, Aubrey Shaver | End of Year       | General Fund             | Curtis Sloan, Corey Davis |
|   |  |  |                   |                          |                           |

## Collaboration between Students, Parents, and Teachers

| Area of Focus        | Action Plan                  | Who is Responsible            | Frequency | Funding Source | Monitoring                          |
|----------------------|------------------------------|-------------------------------|-----------|----------------|-------------------------------------|
| <b>Collaboration</b> | Teacher to Parent Postcards  | MB Certified                  | Monthly   | SIP            | Principal will monitor progress     |
|                      | Parent Update Phone Calls    | MB Certified                  | As Needed | N/A            | Principal will monitor progress     |
|                      | Gold Slips Go to Parents     | Bill Varady, Dean of Students | Monthly   | General Fund   | Principal will monitor progress     |
|                      | Wednesday Collaboration Time | All Staff                     | Weekly    | N/A            | Principal will monitor the progress |

## Holding High Standards for all students

| Area of Focus                            | Action Plan                                   | Who is Responsible | Frequency             | Funding Source            | Monitoring         |
|--|---|--------------------|-----------------------|---------------------------|--------------------|
| Holding High standards for all students. | Setting Goals for progress with all students. | Certified staff    | Quarterly             | NA                        | Classroom teachers |
|  | Analyze MAP data                              | Certified Staff    | After testing windows | NA                        | Classroom Teachers |
|  | Motivational Speakers                         | Varady             | Upon Availability     | General Fund/PTA Assembly | Principal          |

# 2007-2010 TECHNOLOGY PLAN

## BUILDING SCHOOL IMPROVEMENT GOALS

### 1-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN

**Name of School:** Meadow Brook Intermediate

**Grades:** 4-6 Elementary

**Goal Title:** Student Technology Literacy

**SMART Goal Statement:** By 8<sup>th</sup> grade, students will demonstrate their technology skills resulting in 80% at Tier 2 or higher on the student PILOT literacy survey

**Technology and Learning Strategy:** Students will be provided opportunities to use technology for problem solving, research, project presentation, assessment, and portfolio documents. Students will demonstrate proficiency in the use of technology skills to locate, evaluate, and collect information while communicating information and ideas effectively.

**Rationale (Research):** It is important that students not only have opportunities to use technology but have the ability to know when and how to apply their technology skills. The educational technology standards will provide the basis of a curricular framework to ensure students have the opportunity to obtain the highest technology proficiency possible.

**Evaluation Procedure:** Evaluate with student survey and technology team review.

| School Year       | Activity   | Person(s) Responsible                                      | Hardware (HW), Software (SW), & Tech Support (TS) Needs                                    | Professional Development (PD) Needs                    | Purchase / Budget / Potential Funding Source(s) | Evaluation Strategies and/or Tools   |
|-------------------|--|--|--|--|---|--|
| Year 3: 2009-2010 | Continue to administer the following reading/math assessment: STAR Reading and STAR Math | School librarian, classroom teachers, Literacy Coach       | STAR software from Renaissance Learning, computers, STAR libraries, scanners and printers. | Training will be provided by district staff as needed. |   | Continue to administer the following reading/math assessment: STAR Reading and STAR Math |
|                   | Continue to administer the following reading/math assessment: MAPS                       | Literacy Coach, support staff, administrators, specialists | MAPS software, computers, printers   | Training will be provided by district staff as needed. |   | Continue to administer the following reading/math assessment: MAPS                       |

| School Year       | Activity  | Person(s) Responsible   | Hardware (HW), Software (SW), & Tech Support (TS) Needs                                    | Professional Development (PD) Needs                                   | Purchase / Budget / Potential Funding Source(s)            | Evaluation Strategies and/or Tools   |
|-------------------|---|---|--|---|--|--|
| Year 3: 2009-2010 | Continue to use Accelerated Reader (AR) as a supplement to promote recreational reading   | Librarian, teachers, EA's, other support staff, and district administration | AR software from Renaissance Learning, computers, AR quizzes, printers                     | PTA, Library budget   | PTA, Library budget  | Continue to use Accelerated Reader (AR) as a supplement to promote recreational reading  |
| Year 3: 2009-2010 | Computer based classroom lessons, virtual field trips, K-20 Videoconferencing   | Tech Team<br>Media Specialist<br>Special Programs Coordinator               | K-20 systems<br>Solutionz Conferencing Inc   | Tech. Team train the trainer session.<br>Small group sessions         | PTA, School budget, Innovative funding and basic education | Computer based classroom lessons, virtual field trips, K-20 Videoconferencing            |
|                   | Continue to administer the following reading/math assessment: STAR Reading and STAR Math  | School librarian, classroom teachers, Literacy Coach                        | STAR software from Renaissance Learning, computers, STAR libraries, scanners and printers. | Training will be provided by district staff as needed.                |  | Continue to administer the following reading/math assessment: STAR Reading and STAR Math |
|                   | Learning opportunities presented via Power Point, Inspiration, Kidspiration, etc. to share ideas electronically. Use templates to scaffold projects where appropriate | Classroom teachers, Tech team, Tech specialist                              | Powerpoint, Kidspiration, Inspiration, and any other presentation software.                | Tech. Team train staff  | Building identified tech funds                             | Student generated projects utilizing grade level appropriate technology skills.          |
|                   | Implementing appropriate leveled educational technology standards.  | Classroom teacher   | Computer, Microsoft Office software, tech team.  | Training on basic Microsoft Office products and technology standards. | n/a  | Teacher checklist for implementing basic technology skills.                              |

|                                   |  |  |   |  |                  |   |
|-----------------------------------|--|--|---|--|------------------|---|
| <b>Year 3:<br/>2009-<br/>2010</b> | Creating digital portfolio- including word processing or publishing program, spreadsheet program, presentation program and data program (or database functionality in programs.) | Classroom Teacher and technology team. | Microsoft office software, computers, technology team and students' basic knowledge of technology standard learned in grades K-6. | Provided in the area of word processing or publishing program, spreadsheet program, presentation program and data program (or database functionality in programs.) | Technology grant | Cumulative projects of the state standards learned in grades K-6 to be moved onto 7-8 |
|-----------------------------------|--|--|---|--|------------------|---|

**SIP Team Leader Completing This Form:**

**Principal**

**Date:**

**Other SIP Team Participants:**

**Meadow Brook Staff**

## Professional Development

### Professional Development 2009-2010--Meadow Brook Intermediate--

| <u>Date</u> | <u>Attendant Name</u>                         | <u>Workshop attended</u>  |
|-------------|---|---|
| 8/1/2007    | MB and Sager Staff                            | PLC Assessment  |
| 10/12/2007  | 4th-8th grade teachers                        | Literacy First Training   |
| 10/25/2007  | K-8th grade teachers                          | Embedded Professional Development   |
| 11/2/2007   | Meadow Brook all staff                        | First Steps Math, Technology- Microsoft Office Products, Maps Knowledge Academy and Accelerated Reader and Accelerated Math |
| 2/21/2008   | 4th-8th grade teachers                        | Embedded Professional Development   |
| 2/29/2008   | Meadow Brook Certified                        | Skyward   |
| 5/5/2008    | Meadow Brook Certified                        | Mapping of Math, Reading and Professional Calendar  |
| 6/6/2008    | Meadow Brook Certified                        | Curriculum Mapping and Data Analysis  |
| 9/8/2008    | Meadow Brook Certified                        | School Environment  |
| 9/10/2008   | Meadow Brook Certified                        | PLC Assessment  |
| 9/17/2008   | Meadow Brook Certified                        | Common Writing Assessment   |
| 9/24/2008   | Meadow Brook Certified                        | Math Alignment  |
| 9/30/2008   | Meadow Brook all staff                        | Hemophilic Training   |
| 10/1/2008   | Meadow Brook Certified                        | Early Intervention TSAP   |
| 10/8/2008   | Meadow Brook Certified                        | SLP Development   |
| 10/15/2008  | Meadow Brook Certified                        | Literacy/Curriculum Mapping   |
| 10/22/2008  | Meadow Brook Certified                        | Curriculum Mapping and Data Analysis  |
| 10/30/2008  | Meadow Brook Certified                        | EXCEL   |
| 11/5/2008   | Meadow Brook Certified                        | Kids Business/Language Arts   |
| 11/12/2008  | Meadow Brook Certified                        | Parent Involvement PLC  |
| 11/19/2008  | Meadow Brook Certified                        | New Math Standards  |
| 12/3/2008   | Meadow Brook Certified                        | Writing and Math Curriculum   |
| 12/10/2008  | Meadow Brook Certified                        | PLC/Common Writing Assessment   |
| 12/17/2008  | Meadow Brook Certified                        | Staff Morale  |
| 1/7/2009    | Meadow Brook Certified                        | Math Walla Walla Schools  |
| 1/14/2009   | Meadow Brook Certified                        | PLC Development   |
| 1/21/2009   | Meadow Brook Certified                        | GLAD training   |
| 1/28/2009   | Meadow Brook Certified                        | Migrant Program Development   |
| 2/4/2009    | Sasha Ferraro<br>Mark Ferraro<br>Mike Collins | Navigations 101   |
| 2/11/2009   | Meadow Brook Certified                        | Common Writing Assessment   |
| 2/18/2009   | Meadow Brook Certified                        | CBA Social Studies  |
| 2/25/2009   | Meadow Brook Certified                        | ELL Accommodations  |
| 3/11/2009   | Meadow Brook Certified                        | WASL Training   |

|           |  |   |
|-----------|--|---|
| 6/1/2009  | Aubrey Shaver<br>Corey Davis<br>Eva Ferraro<br>Holli Ugaldea<br>Jenny Detwiler<br>Lori Sutherland<br>Mark Ferraro<br>Ryan Lackey<br>Sasha Ferraro<br>Tracy Towne<br>Curtis Sloan | GLAD training   |
| 8/1/2009  | Aubrey Shaver<br>Corey Davis<br>Curtis Sloan<br>Mark Ferraro<br>Sasha Ferraro  | 21 Century Math Institute   |
| 10/1/2009 | Andrew Goin<br>Mike Collins  | GLAD training   |
| 10/1/2009 | Curtis Sloan   | Washington State Physical Education conference                    |
| 10/1/2009 | Marissa Neff   | AVID path training-Counselor Strand                               |
| 10/1/2009 | Marissa Neff   | Washington School Counselor Fall Conference                       |
| 10/1/2009 | Marissa Neff   | BECCA statewide 2009 Conference                                   |
| 10/1/2009 | Mark Ferraro   | YPQA- Assessment Training   |
| 2/1/2010  | Marissa Neff   | AVID Path Training--Success Strand                                |
| 2/1/2010  | Rebecca Schroeder  | GLAD Tier II training   |
| 2/1/2010  | ReNae Davis  | Washington Music Educators Conference                             |
| 2/1/2010  | Tracy Towne  | YQPA--Young Program Quality Assessment                            |
| 3/1/2010  | Curtis Sloan   | National Board Completion   |
| 3/1/2010  | Marissa Neff   | Future Year Scheduling workshop (WSIPC)-<br>Day 1                 |
| 4/1/2010  | Aubrey Shaver<br>Holli Ugaldea<br>Jenny Detwiler<br>Rebecca Schroeder<br>Sasha Ferraro   | Accelerated Math training   |
| 4/1/2010  | Jenny Detwiler<br>Lori Sutherland<br>Marissa Neff<br>Tracy Towne   | From Hope to Resilience--Pathway to<br>Improving Academic Success |
| 4/1/2010  | Marissa Neff   | Future Year Scheduling workshop (WSIPC)-<br>Day 2                 |
| 4/1/2010  | Erika Atwood   | GLAD Training webinars  |
| 4/1/2010  | Erika Atwood   | NCTM Conference   |
| 4/1/2010  | Tracy Towne<br>Sasha Ferraro<br>Mark Ferraro   | YPQA- Assessment Training   |
| 5/1/2010  | Aubrey Shaver<br>Holli Ugaldea<br>Mark Ferraro<br>Rebecca Schroeder  | DuFour PLC conference   |
| 5/1/2010  | Mark Ferraro   | Principal Certification   |

|                   |   |  |
|-------------------|---|--|
| 5/1/2010          | Corey Davis<br>Eva Ferraro<br>Ryan Lackey | Professional Certification Classes                                       |
| 5/1/2010          | Martha Anderson                           | Separating Difference from Disability, RTI for English Language Learners |
| 7/1/2010          | Erika Atwood<br>Rebecca Schroeder         | Currently working on completion of GLAD Tier III trainer certification   |
| Sep-09-<br>May-10 | Aubrey Shaver                             | Master's degree classes--Grand Canyon University                         |
| Sep-09-<br>May-10 | Ryan Lackey                               | Master's degree classes—WSU  |

**(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 School-wide, 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 has been upgraded to include voice mail.

**(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, and LAP. 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.

## **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.
- ❖ 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**

### **List all federal and state funds allocated to this plan**

**(SWP Note:** School-wide Programs are required to include:

- A list of the local, state, and federal programs included in the School-wide 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 will be used to support the plan.

College Place School District provides \$3,000 for the development and support of the Meadow Brook Intermediate School Improvement Plan. Another \$2,000 is utilized throughout the school year to enhance, encourage and improve parent involvement in school activities, functions and procedures.

**List all federal and state funds allocated to this plan**

| <b>Funding Source</b> | <b>Amount</b>            | <b>How Funds Support SWP</b>  |
|-----------------------|--------------------------|---|
| State BEA             | \$200,000                |   |
| State LAP             | \$48906.00               | Educational Assistant Salaries  |
| Local Levy            |                          |   |
| Fed. Dept. of Ed      |                          |   |
| Title IA              | \$104864.00<br>\$2000.00 | Learning Specialist / EA Salaries<br>Parent Involvement Meetings & activities |
| Title IC              |                          |   |
| Title IIA             | \$3000.00                | SIP Activities/E.A. Collaboration   |
| Title IIB             |                          |   |
| Title III             |                          |   |
| Title IVA             |                          |   |
| Title IVB             |                          |   |
| Title V               |                          |   |
| Other                 |                          |   |
|                       |                          |   |
|                       |                          |   |

**(SWP Note:** School wide Programs are required to include:

- A list of the local, state, and federal programs included in the School wide 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.)



## **TECHNICAL ASSISTANCE**

## **Technical Assistance**

Use the following table to document the technical assistance you received during the planning process.

| <b>1. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.</b> |                          |  |
|---|--------------------------|--|
| <b>Date</b>   | <b>Provider</b>          | <b>Type of Assistance</b>  |
| Spring 2009   | Meadow Brook Int. School | Principal, teachers, staff members and title director, ant the School Improvement team participated in the development of the plan and provided support for the process and data analysis. |

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