

A decorative border with a wood-grain pattern in shades of brown and tan, surrounding a central green rectangle. The border has a thick black outline.

**John Campbell
Elementary**

2008-2009

**School Improvement
Plan**

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John Campbell Elementary's Vision:

“All students will meet or exceed district, state, and national goals through a combined effort of school, home, and community.”

Selah School District's Mission:

“It is the mission of the Selah School District to equip each student with the KNOWLEDGE, SKILLS, and DESIRE to be a contributing citizen and a life-long learner.”

Reading

Goals

Our goal is to increase the number of students meeting standards in reading. For the 2008-2009 school year our SMART goal (Specific, Measurable, Attainable, Results Oriented, and Time Bound) is to have each sub-group (Overall, low income, SPED, and ELL/Hispanic) increase by 10% from the 2007/08 WASL results, for the 2008/09 WASL.

- **Overall population will increase from 68% to 78% for 3rd grade students and from 64% to 74% for 4th grade students.**
- **Low Income population will increase from 53% to 63% for 3rd grade students and from 39% to 49% for 4th grade students.**
- **SPED population will increase from 32% to 42% for 3rd grade students and from 29% to 39% for 4th grade students.**
- **Hispanic population will increase from 46% to 56% for 3rd grade students and from 41% to 51% for 4th grade students.**

Sub-Group	Action Steps	Designation	Time Frame	Results
	<i>What steps/activities will be initiated to achieve this goal? What products will be created?</i>	<i>Who will be responsible for initiating or sustaining the action steps?</i>	<i>What is a realistic time frame for each phase of the activity?</i>	<i>What evidence will you present that you are making progress toward your goal? OR what evidence will you use to show that you achieved your goal?</i>
All Groups	Hold the annual “Read and Treat Night” to involve community and families in reading at John Campbell. In addition, hand out at-home reading strategies as a parent resource.	Staff and Community Volunteers	Tuesday October 28, 2008 6:30-8:00 PM	- Sample resources of reading strategies - Sign in sheet with students’ names - Parent feedback form
All Groups	Staff will take part in a vertical “Learning Links” activity during the Late Start. The focus is on interventions already taking place in classrooms for	Principal, Title/ELL Teachers, Literacy Coach	Wednesday October 8, 2008 8:00-10:00 AM	-Poster information collected, given to teachers - Posters put in staff lounge - Feedback received later from teachers of how they

	strategic learners. Information collected on posters and given to teachers to reflect on in grade level collaboration time.			implemented the strategies
All Groups	All parents invited to a 15-minute reading workshop during conference week entitled "Conference Connections". Parents come after their conference with their child's teacher. A list of ten strategies and tips will be handed out, bilingual provided).	Literacy Coach, Title/ELL Teachers	November 17-21, 2008 Monday-Thursday March 16-20, 2009 Monday-Thursday	- Parent sign in - Survey - November: Fluency - March: Informational Comprehension
Overall Hispanic Low-Income	Teachers get intervention strategies and help in classroom from Literacy Coach and Title teachers. They go into classrooms to teach whole class or groups, work with teachers during their grade level collaboration time, and progress monitor Kindergarten with DIBELS.	Literacy Coach, Title/ELL Teachers	Monthly, weekly, and daily	- Teacher feedback - Schedule of in class and collaboration time from Literacy Coach, Title/ELL teachers
All Groups	Based on academic data in reading, twelve kindergarten students per each eight week session will take part in Kinder Boost. There are three sessions per year, each student is progress monitored to continue or exit the program throughout the year.	Literacy Coach, Kindergarten Teachers, Paraprofessionals	September 22-November 14 January 12-March 13 April 8-June 2	- Session progress monitoring data - Parent feedback - Kindergarten teacher feedback

Low-Income Overall Hispanic	Every morning Title/ELL students come before school to partake in “Digging For Treasures”. They are able to check out books, including non-fiction, and earn rewards with parent signatures of books read.	Title/ELL Teachers, Student Helpers	Daily 8:20-8:45 am	<ul style="list-style-type: none"> - Quantity of students participating, daily - Record of reading completed
All Groups	Each month, a DIBELS progress-monitoring graph for each student at John Campbell is sent home with updated scores. Parents have the option to sign it and return with comments. Students put the returned form into a monthly drawing for a free book.	Classroom Teachers	Monthly	<ul style="list-style-type: none"> - First explanation to parent given at November conference - Date sent home on each paper - Parents keep data at home
All Groups	Open school-wide, Parents and students come once a month to John Campbell’s “Books For Breakfast” and “Book Swap”. Students bring in books and are able to trade for different books.	Title/ELL Teachers	First Wednesday of every month 8:00-8:30 am	<ul style="list-style-type: none"> - Parent survey - Student sign in - Count books received and traded out
SPED Low-Income Overall	SPED and Title teachers use the reading adoption intervention resources. They follow the same format as the research-based classroom materials for tier 3 students. The selections used, include non-fiction.	Sped and Title teachers	Daily	<ul style="list-style-type: none"> - DIBELS assessments, quarterly goal progress - Sped teacher feedback - Classroom teacher feedback - Title teacher feedback

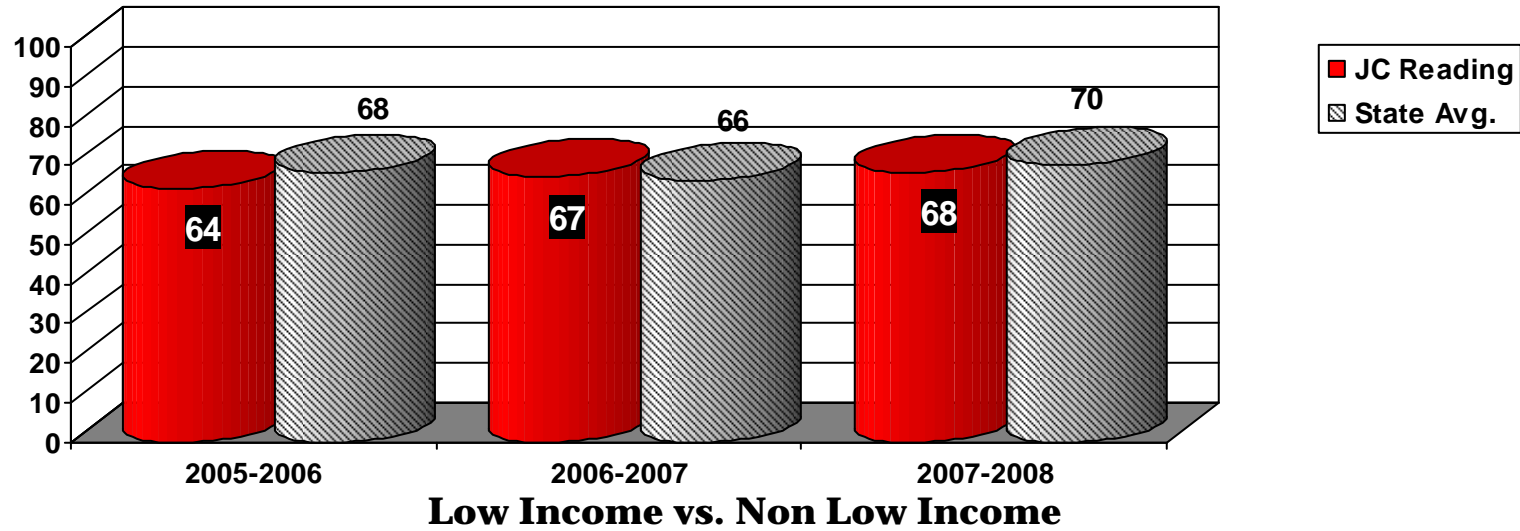
Hispanic	In the classroom, teachers use the reading adoption which includes some multicultural themes, Hispanic connections and some Spanish language. Also included, are ELL resources and tips for teachers along with non-fiction selections.	Classroom Teachers	Varies per grade level and curriculum set	- Student response to literacy/multicultural awareness poll
Overall Hispanic SPED	3 rd and 4 th grade students will check out non-fiction stories from library to take AR tests on.	Librarian, Classroom Teachers	Weekly	- AR quiz list
All Groups	Representatives from John Campbell will participate in an "ELL Cadre", focused on SIOP/GLAD, strategies and interventions for ELL students as well as transfer to general education classrooms.	Title/ELL Teachers, Classroom Teacher Representative, Administrators	2008-2009 School Year, 12 Full Days January 14, 2009 8:00-10:00AM, SIOP introduction to building staff	- Share strategies and interventions learned with staff - Staff implements these in classrooms when they correlate with the needs of their students

3rd Grade Reading WASL Strand Data

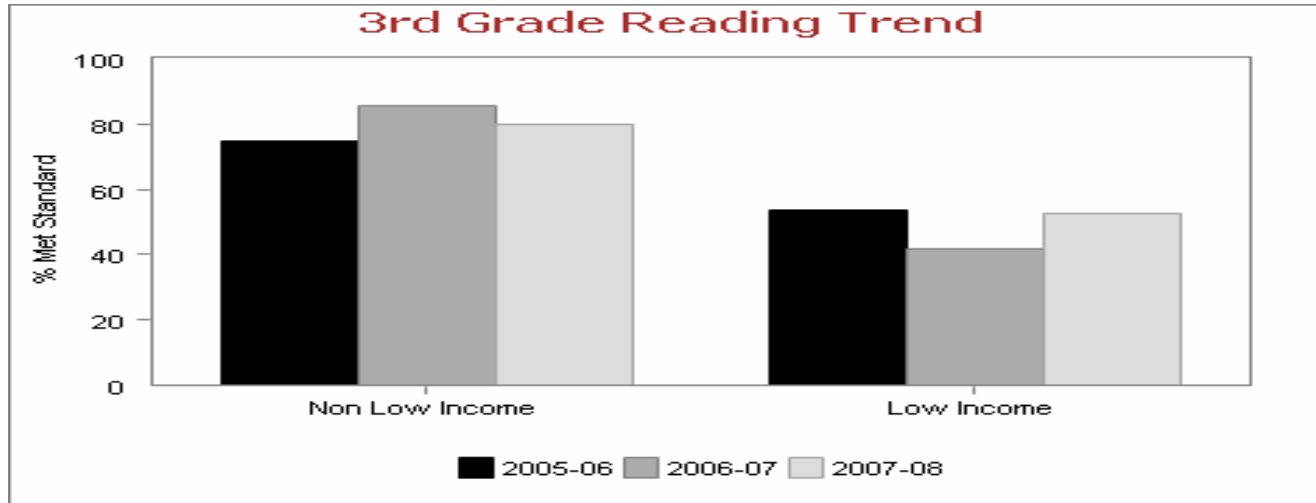
Subject	Strand	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Met Std Percent	Not Meeting Std Percent	Percent of Students Not Meeting Standard	Percent of Students Meeting Standard
Reading		17.5	15.1	29.4	36.5	67.5	32.5		
Reading	Literary Comprehension (LC)							32.4	67.6
Reading	Literary Analyze/Interpret (LA)							31.5	68.5
Reading	Information Comprehension (IC)							42.3	57.7
Reading	Information Analyze/Interpret (IA)							33.3	66.7

3rd Grade Reading WASL Trend Data

Overall

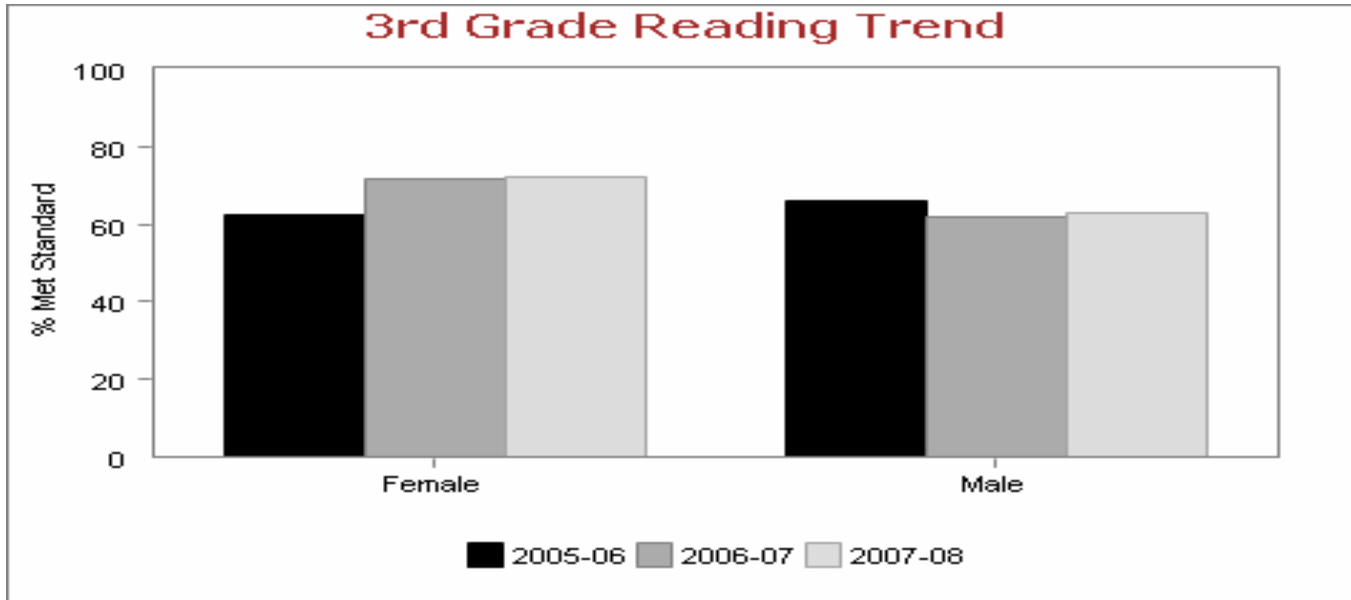


Low Income vs. Non Low Income



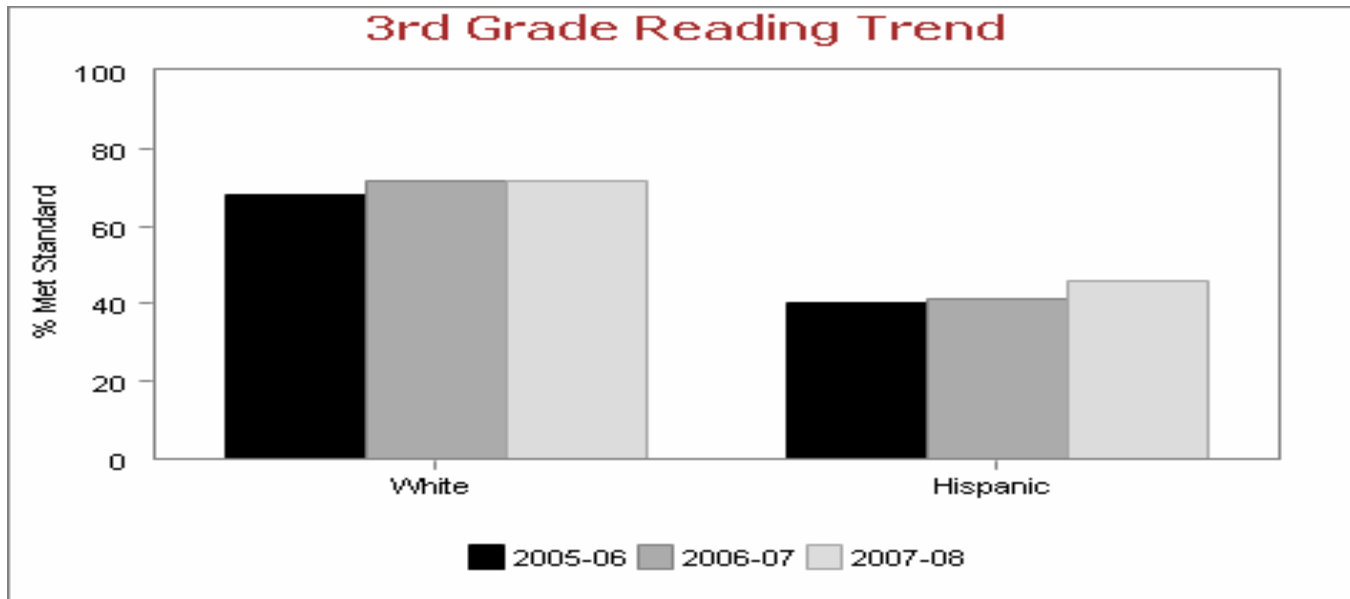
Year	Non Low Income	Low Income
2005-06	74.6%	53.6%
2006-07	85.5%	42.0%
2007-08	79.7%	52.6%

Gender Trends



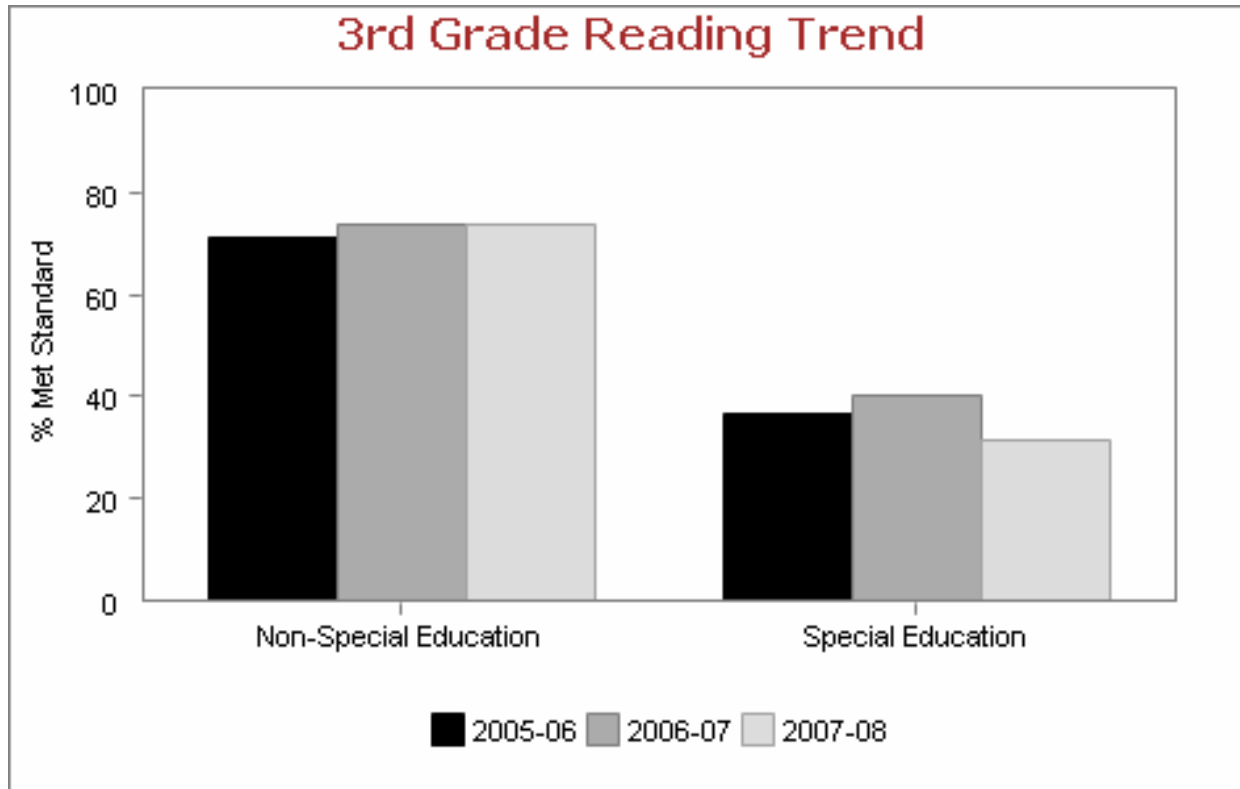
Year	Female	Male
2005-06	62.5%	66.1%
2006-07	71.4%	61.9%
2007-08	72.1%	63.1%

Ethnic Trends



Year	White	Hispanic
2005-06	67.8%	40.0%
2006-07	71.8%	41.2%
2007-08	71.7%	45.8%

Special Education vs. Non Special Education



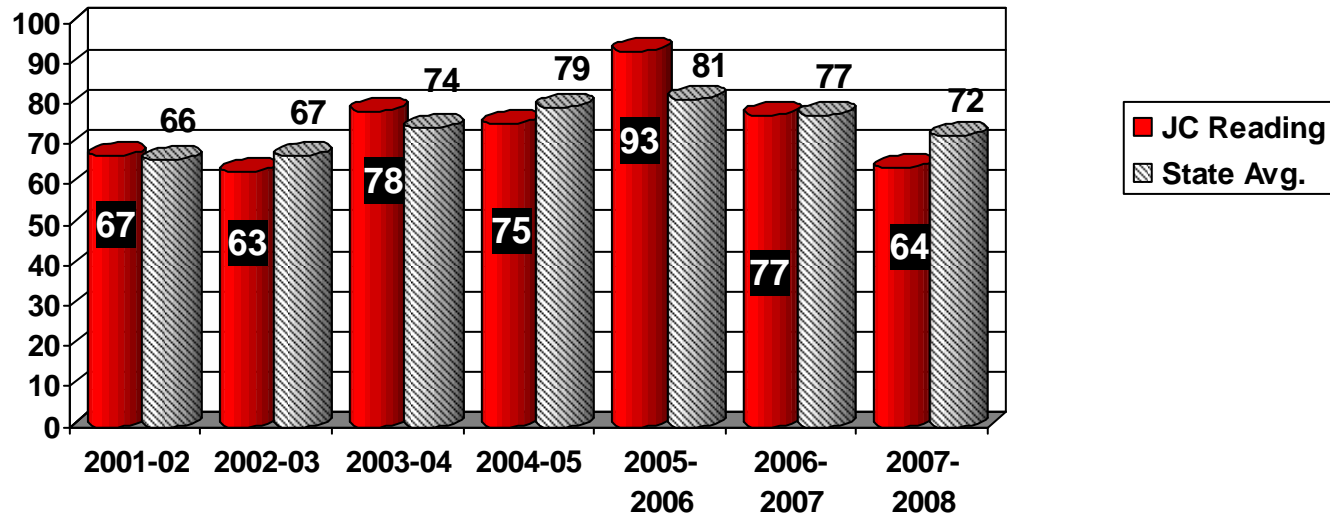
Year	Non Special Education	Special Education
2005-06	71.0%	36.4%
2006-07	73.6%	40.0%
2007-08	73.8%	31.6%

4th Grade Reading WASL Strand Data

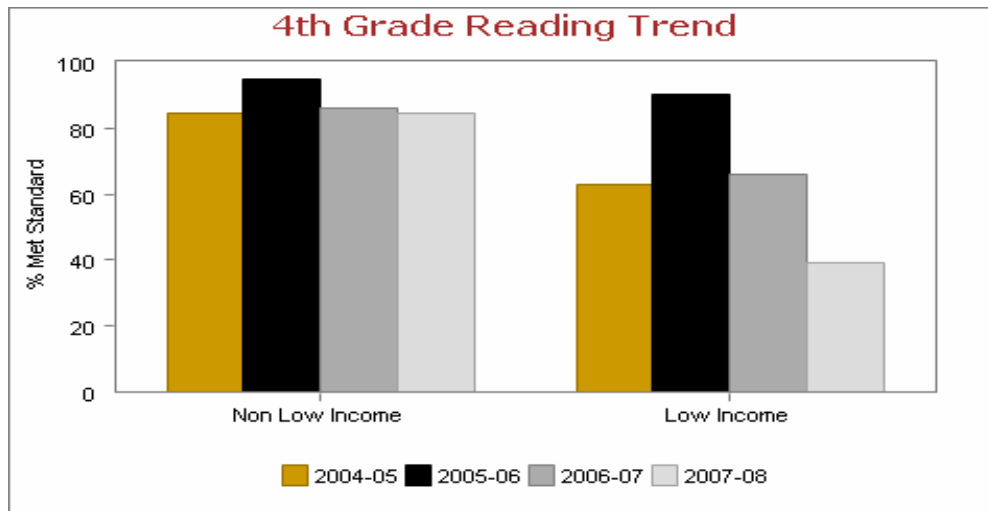
Subject	Strand	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Met Std Percent	Not Meeting Std Percent	Percent of Students Not Meeting Standard	Percent of Students Meeting Standard
Reading		14.9	21.5	30.6	30.6	63.6	36.4		
Reading	Literary Comprehension (LC)							20.8	79.2
Reading	Literary Analyze/Interpret (LA)							38.7	61.3
Reading	Information Comprehension (IC)							37.7	62.3
Reading	Information Analyze/Interpret (IA)							33	67

4th Grade Reading WASL Trend Data

Overall

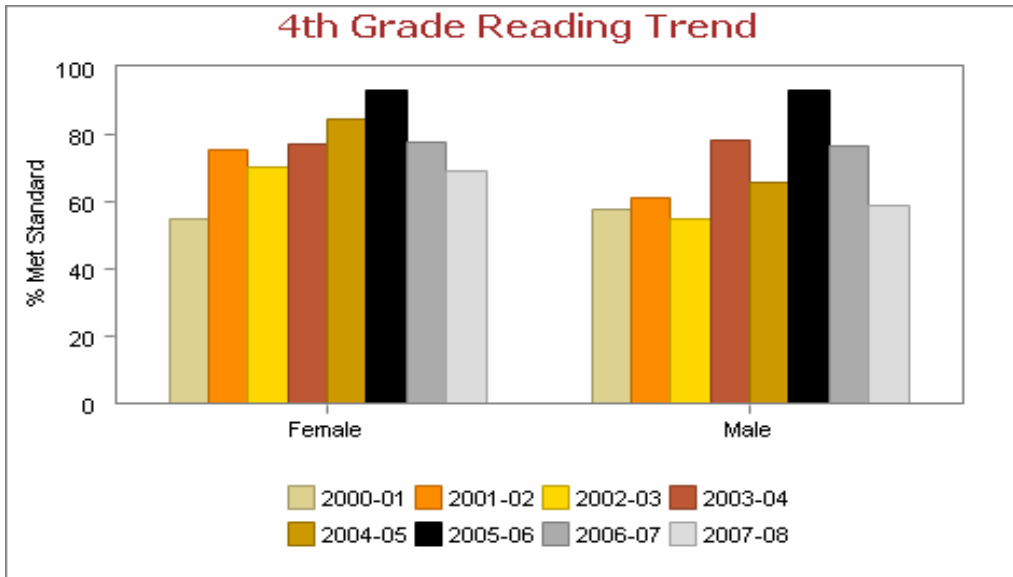


Low Income vs. Non Low Income



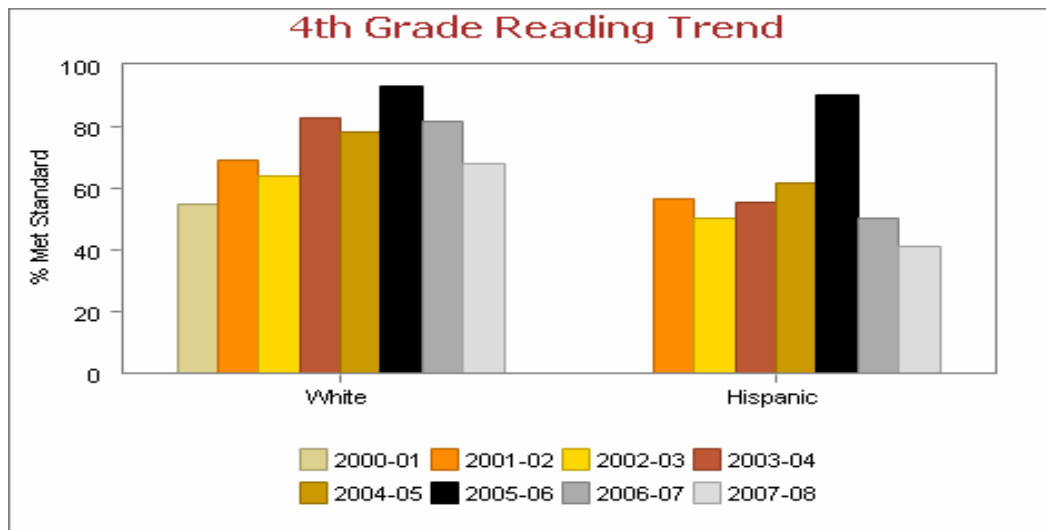
Year	Non Low Income	Low Income
2004-05	84.5%	62.7%
2005-06	95.0%	90.0%
2006-07	86.2%	66.0%
2007-08	84.6%	39.3%

Gender Trends



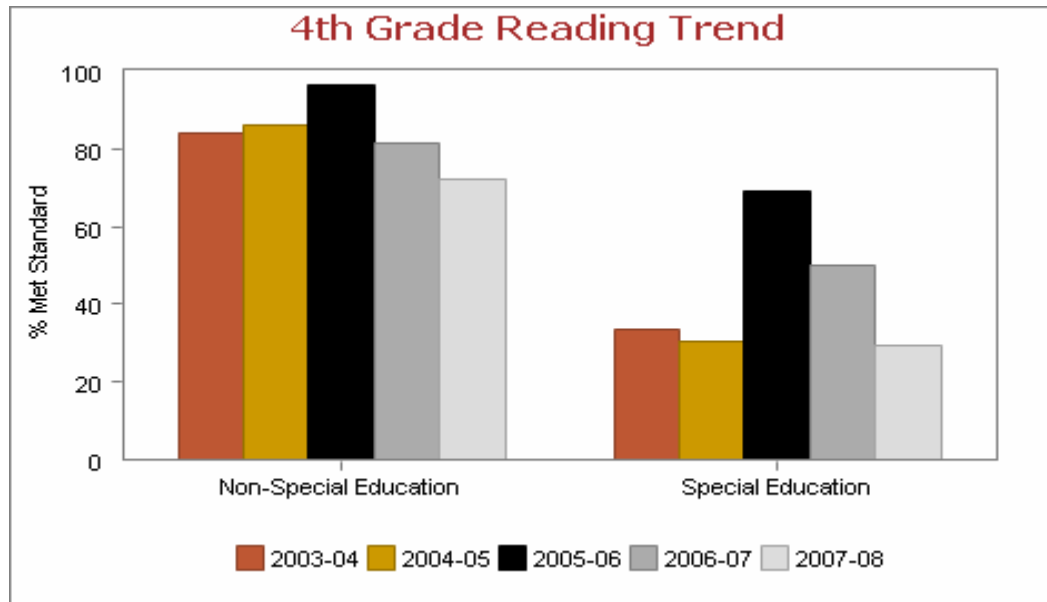
Year	Female	Male
2000-01	54.8%	57.8%
2001-02	75.4%	61.2%
2002-03	70.3%	54.7%
2003-04	77.1%	78.3%
2004-05	84.4%	65.5%
2005-06	93.2%	92.9%
2006-07	77.6%	76.8%
2007-08	69.1%	59.1%

Ethnic Trends



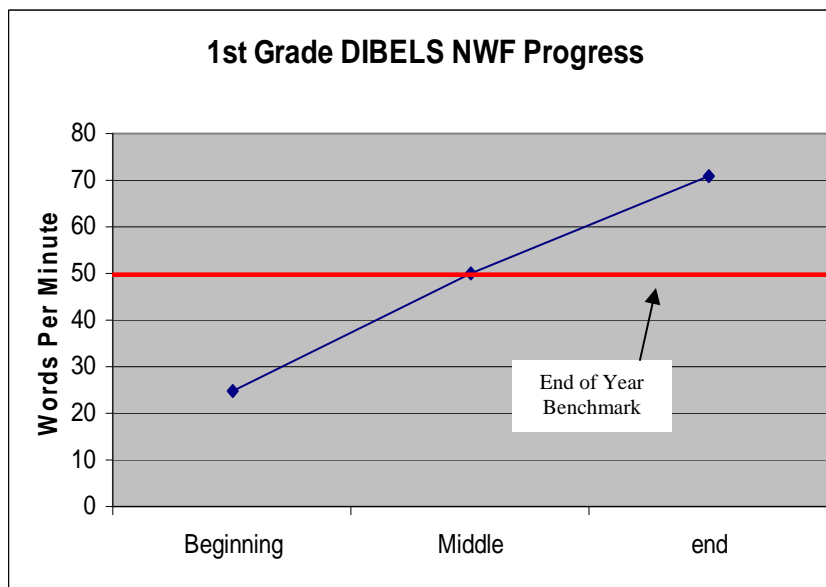
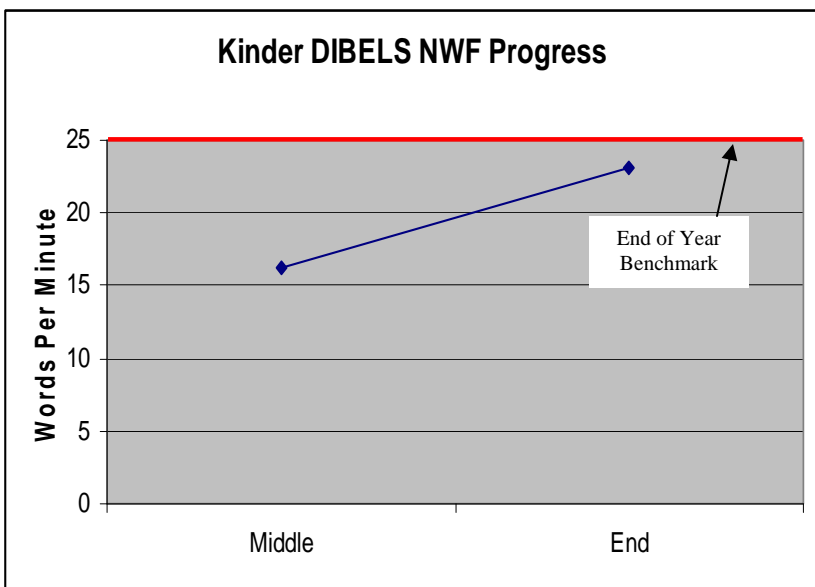
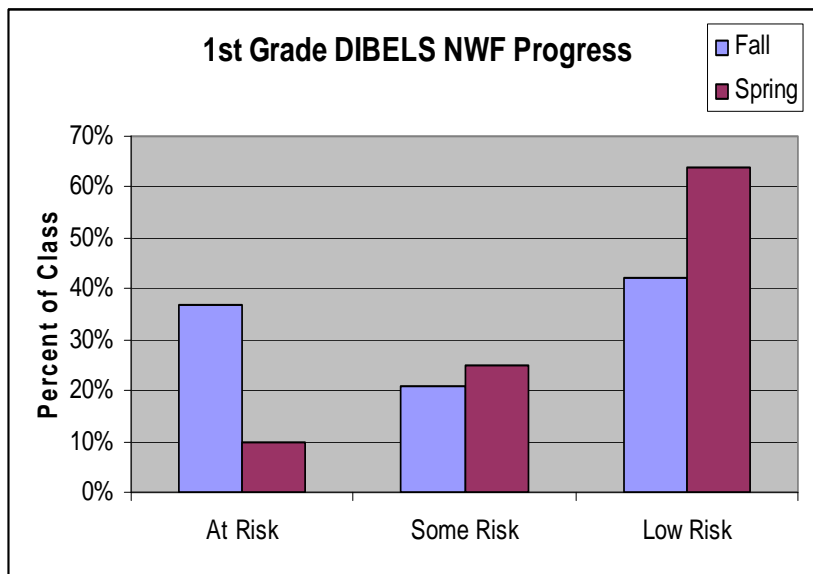
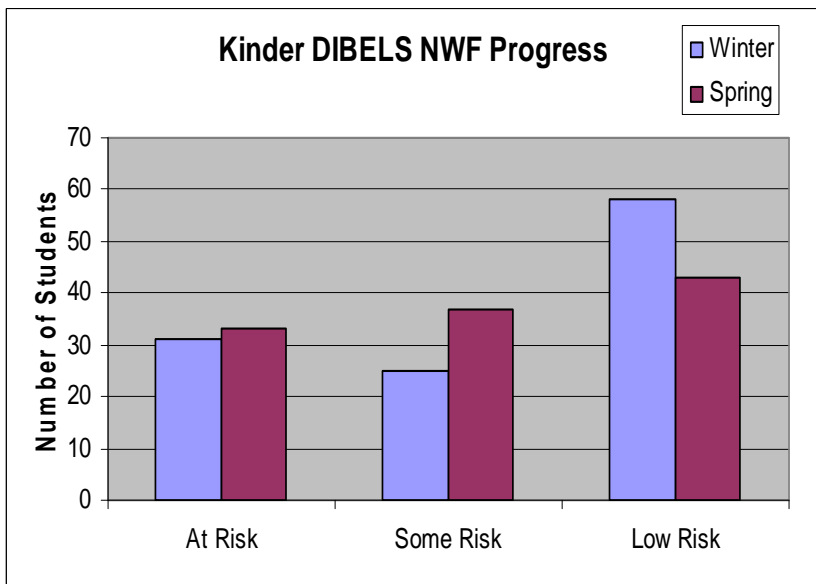
Year	White	Hispanic
2000-01	55.0%	
2001-02	68.9%	56.3%
2002-03	63.9%	50.0%
2003-04	83.1%	55.6%
2004-05	78.4%	61.5%
2005-06	93.4%	90.0%
2006-07	81.5%	50.0%
2007-08	67.8%	41.2%

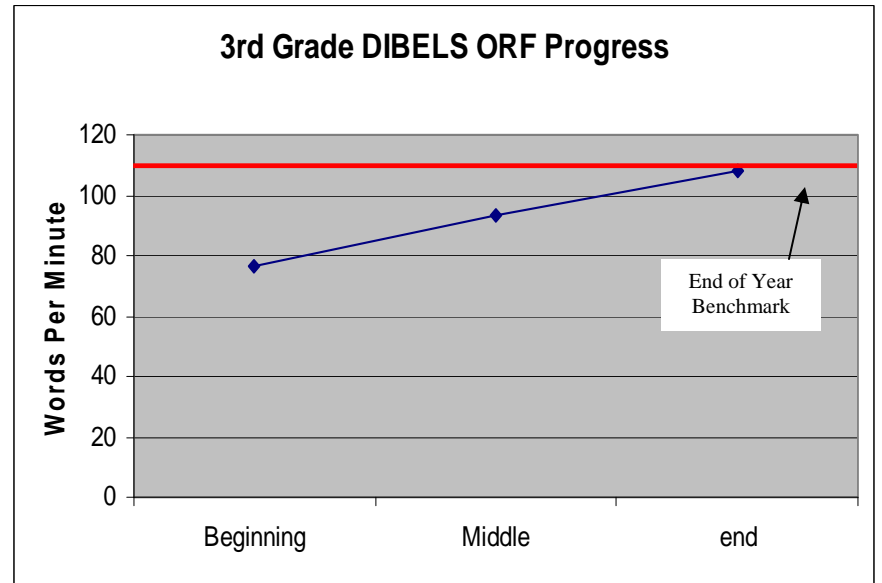
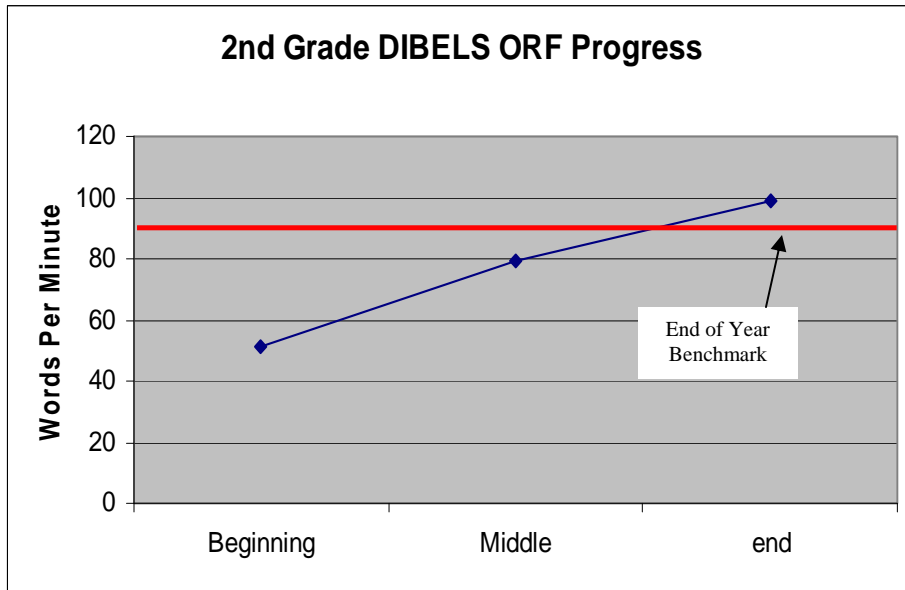
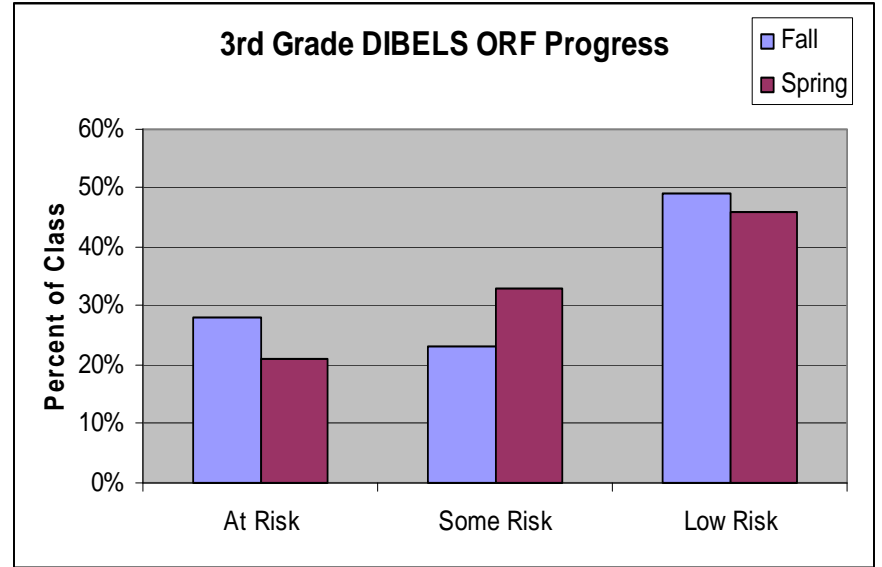
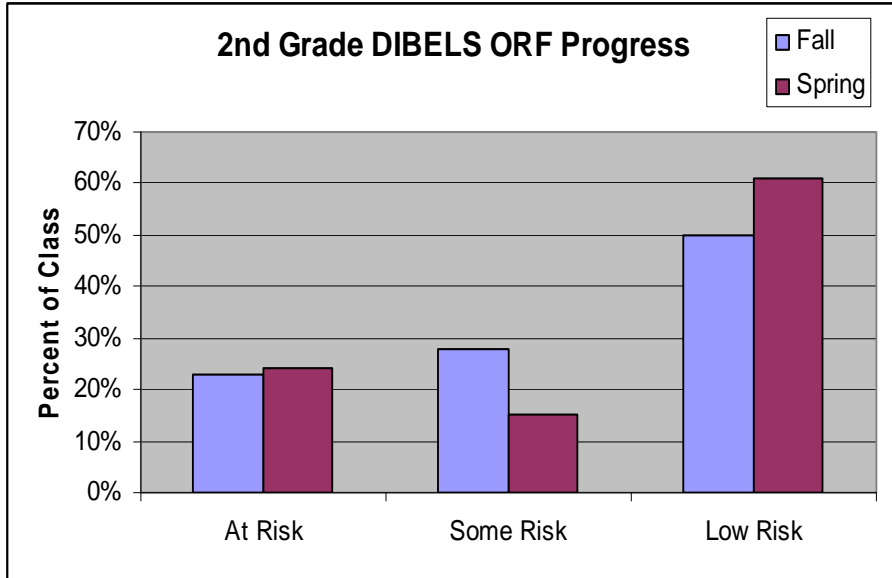
Special Education vs. Non Special Education

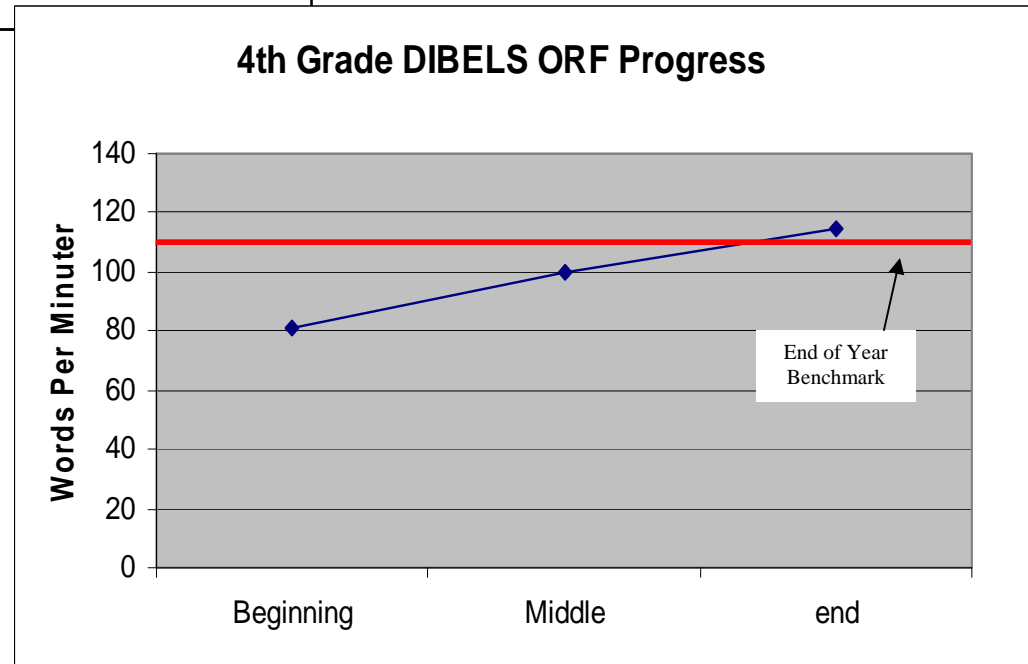
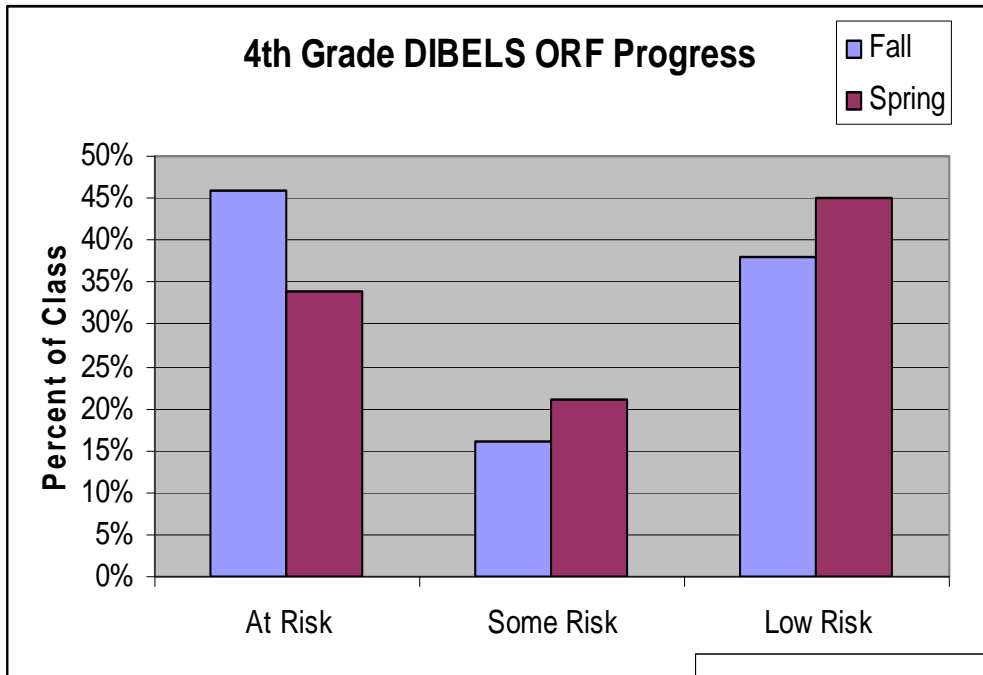


Year	Non Special Education	Special Education
2003-04	84.1%	33.3%
2004-05	85.9%	30.4%
2005-06	96.6%	69.2%
2006-07	81.3%	50.0%
2007-08	72.2%	29.2%

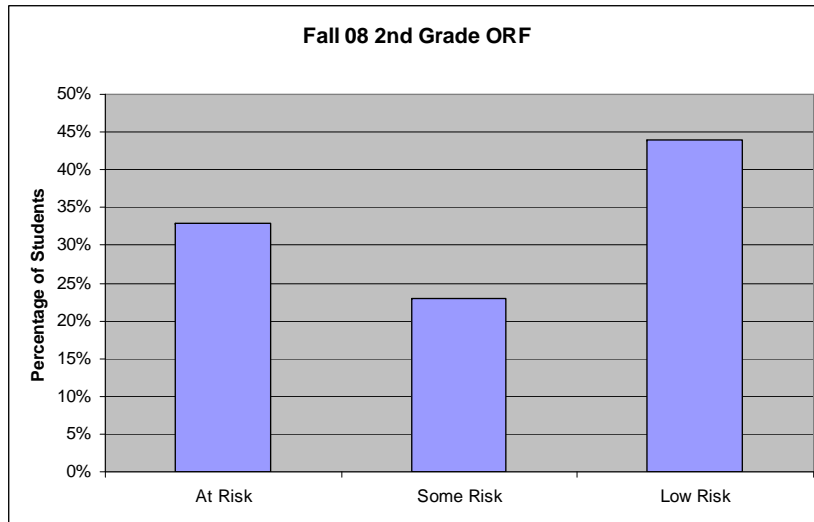
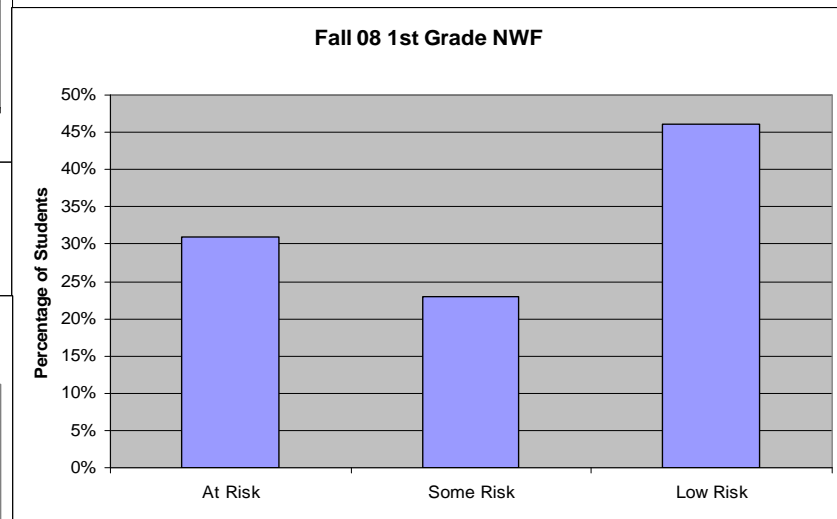
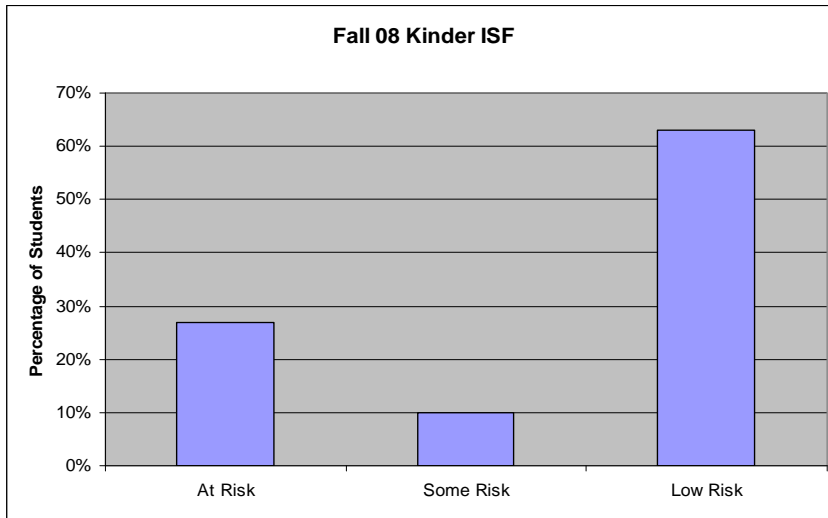
2007-2008 DIBELS Growth Data



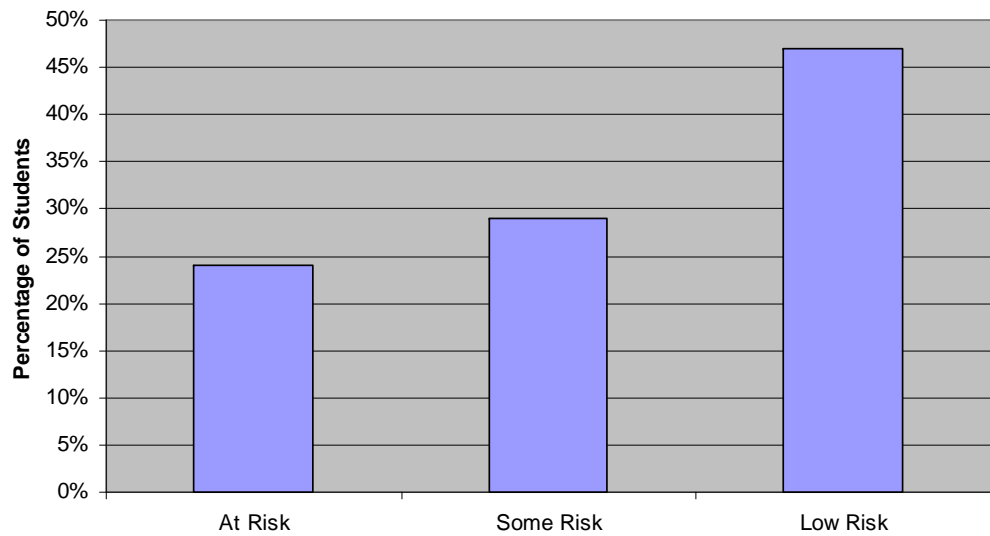




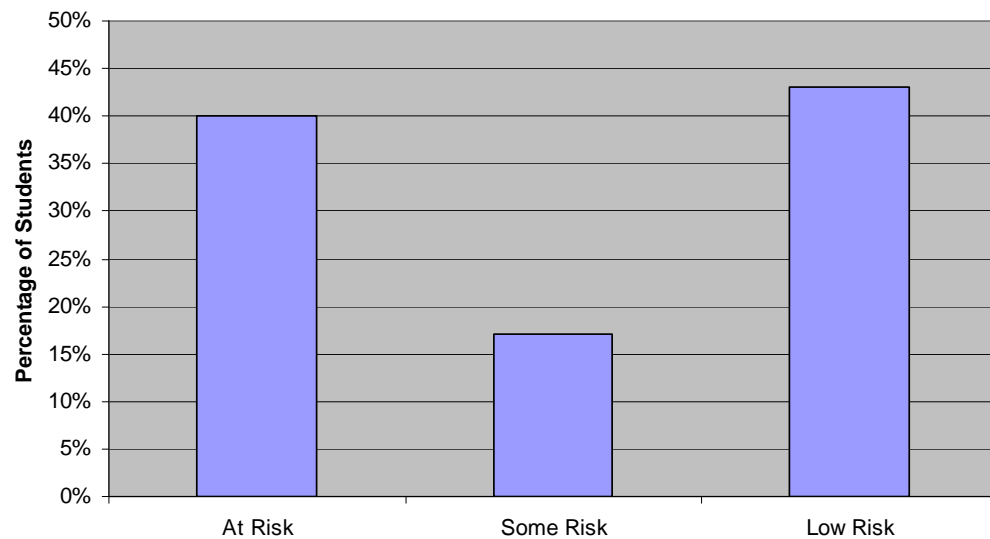
Fall 2008 DIBELS Benchmark Data



Fall 08 3rd Grade ORF



Fall 08 4th Grade ORF



Mathematics

Goals

Our goal is to increase the number of students meeting standards in mathematics. For the 2008-2009 school year our SMART goal (Specific, Measurable, Attainable, Results Oriented, and Time Bound) is to have each sub-group (Overall, low income, SPED, and ELL/Hispanic) increase by 10% from the 2007/08 WASL results, for the 2008/09 WASL.

- **Overall will increase from 70.6% to 80.6% for 3rd grade students and from 45.5% to 55.5% for 4th grade students.**
- **Low Income will increase from 54.4% to 64.4% for 3rd grade students and from 21.4% to 31.4% for 4th grade students.**
- **SPED will increase from 31.6% to 41.6% for 3rd grade students and from 16.7% to 26.7% for 4th grade students.**
- **ELL/Hispanic will increase from 50.0% to 60.0% for 3rd grade students and from 11.8% to 21.8% for 4th grade students.**

Category	Action Steps	Designation	Time Frame	Results
	<i>What steps/activities will be initiated to achieve this goal? What products will be created?</i>	<i>Who will be responsible for initiating or sustaining the action steps?</i>	<i>What is a realistic time frame for each phase of the activity?</i>	<i>What evidence will you present that you are making progress toward your goal? OR What evidence will you use that you have achieved your goal?</i>
Overall	Organize, Implement, and/or pilot supplemental math curriculum (Number Corner)	Shane Backlund, Janet Rouleau, classroom, and special program teachers	Completed and Implemented by January 2009	
Overall/Low Income/ELL/Special Education	Create an intervention program with a Before/During/After School Computer lab math emphasis (Success Net)	Janet Rouleau and classroom teachers	SuccessNet Training, staff meeting to discuss and train, open computer lab by Nov. 2008	Attendance/participation. Progress made in the program
Overall/Low Income/ELL/Special Education	Involve parents more in mathematics through the Math Extensions Program & Math Nights (include CWU students)	Shane Backlund, Janet Rouleau, Parent Volunteers (Hamilton)	ME math extensions to begin Nov. 2008. Math Nights Feb. 24 and May	Attendance/participation
Overall	Developing common Investigations unit assessments to align with standards at each grade level	Janet Rouleau and assessment team at each grade-level	October - December	
Overall	Give Math Alert screener at grades three and four 3 time per year to check for growth	Janet Rouleau, Classroom Teachers	Fall, Winter, and Spring	

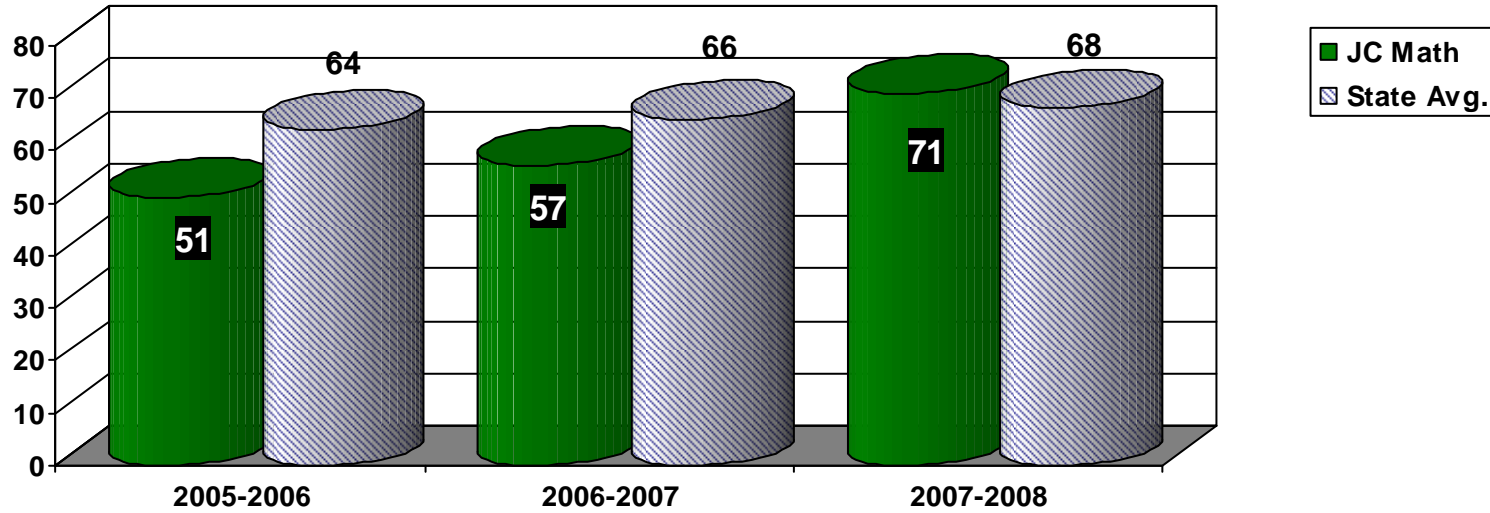
	and identify struggling math students			
Overall	The math coach will schedule collaboration time to discuss and evaluate assessments, interventions, and /or extensions with classroom teachers	Classroom Teachers and Janet Rouleau	Continuous throughout the school year.	
Low Income/ELL/Special Education	Align special programs intervention materials with classroom materials	Shane Backlund, Janet Rouleau, Title/Special Education Teachers		
Overall	Create a protocol or procedure for grade level teachers to analyze and evaluate assessment data from end-of-unit assessments	Math Leadership Team	Continuous throughout the school year.	
Overall/ELL Low income SPED	Offer a 3 rd & 4 th grade After School program for students identified as struggling in mathematics	Shane Backlund, Janet Rouleau, and classroom teachers		

3rd Grade Math WASL Strand Data

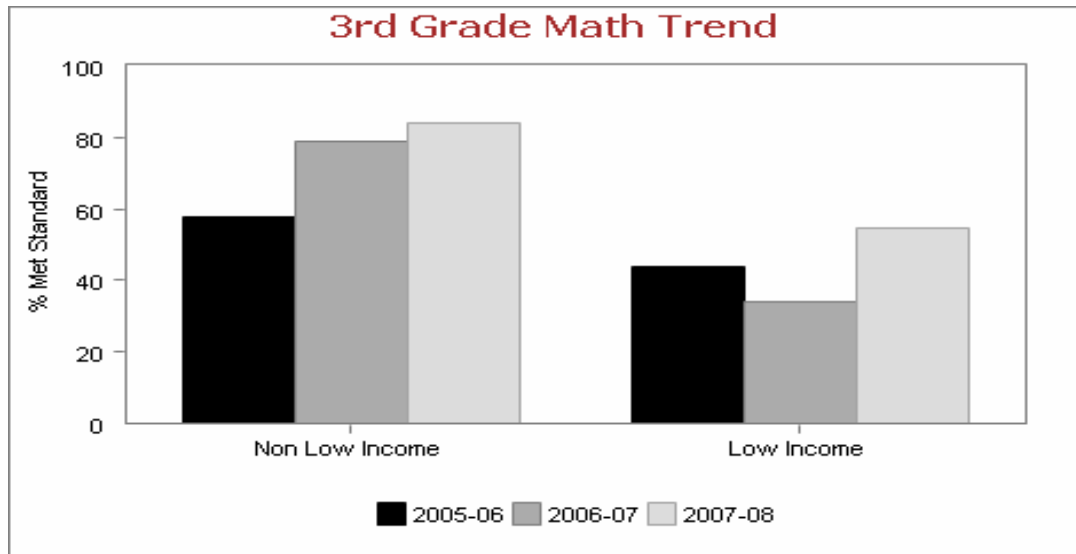
Subject	Strand	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Met Std Percent	Not Meeting Std Percent	Percent of Students Not Meeting Standard	Percent of Students Meeting Standard
Math		18.3	11.1	42.9	27	70.6	29.4		
Math	Number Sense							47.8	52.2
Math	Measurement							34.8	65.2
Math	Geometric Sense							32.2	67.8
Math	Probability/Statistics							43.5	56.5
Math	Algebraic Sense							23.5	76.5
Math	Solve Problems/ Reason Logically							28.7	71.3
Math	Communicate Understanding							27.8	72.2
Math	Making Connections							27	73

3rd Grade Math WASL Trend Data

Overall

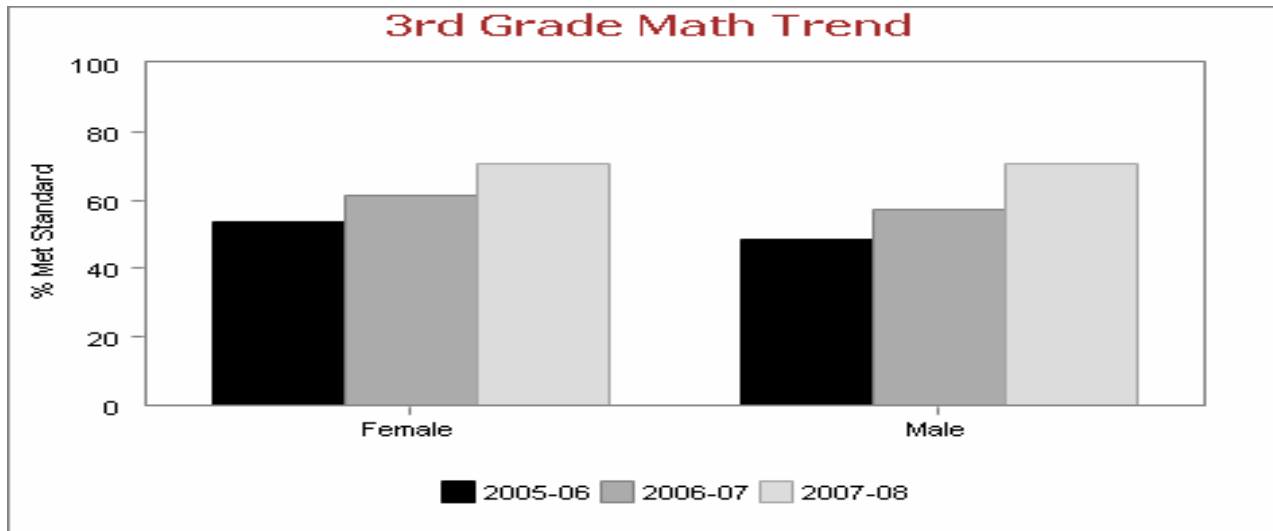


Low Income vs. Non Low Income



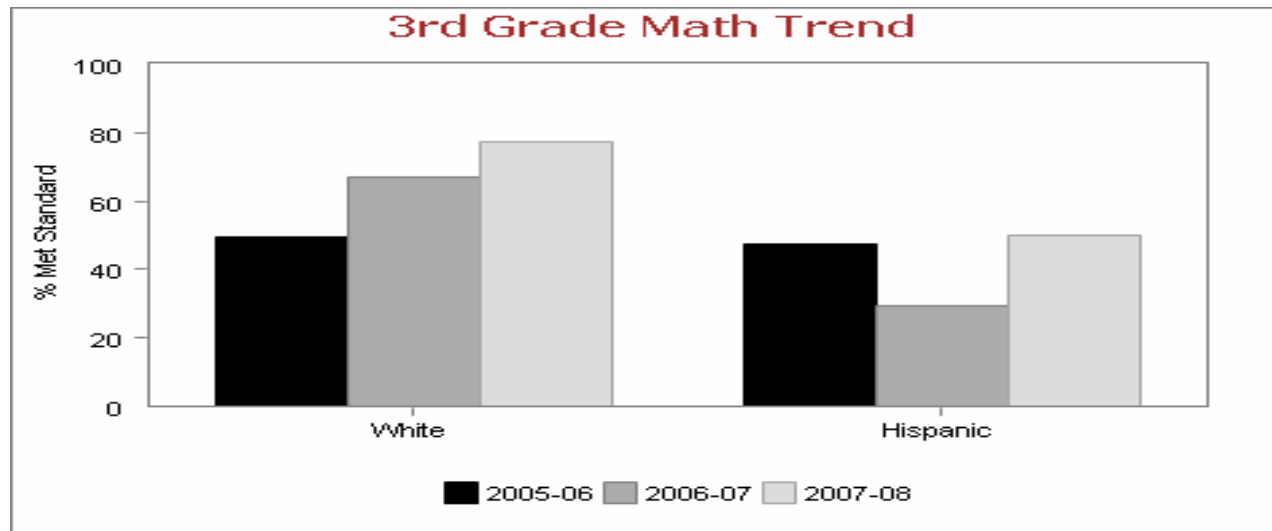
Year	Non Low Income	Low Income
2005-06	57.6%	43.6%
2006-07	79.0%	34.0%
2007-08	84.1%	54.4%

Gender Trends



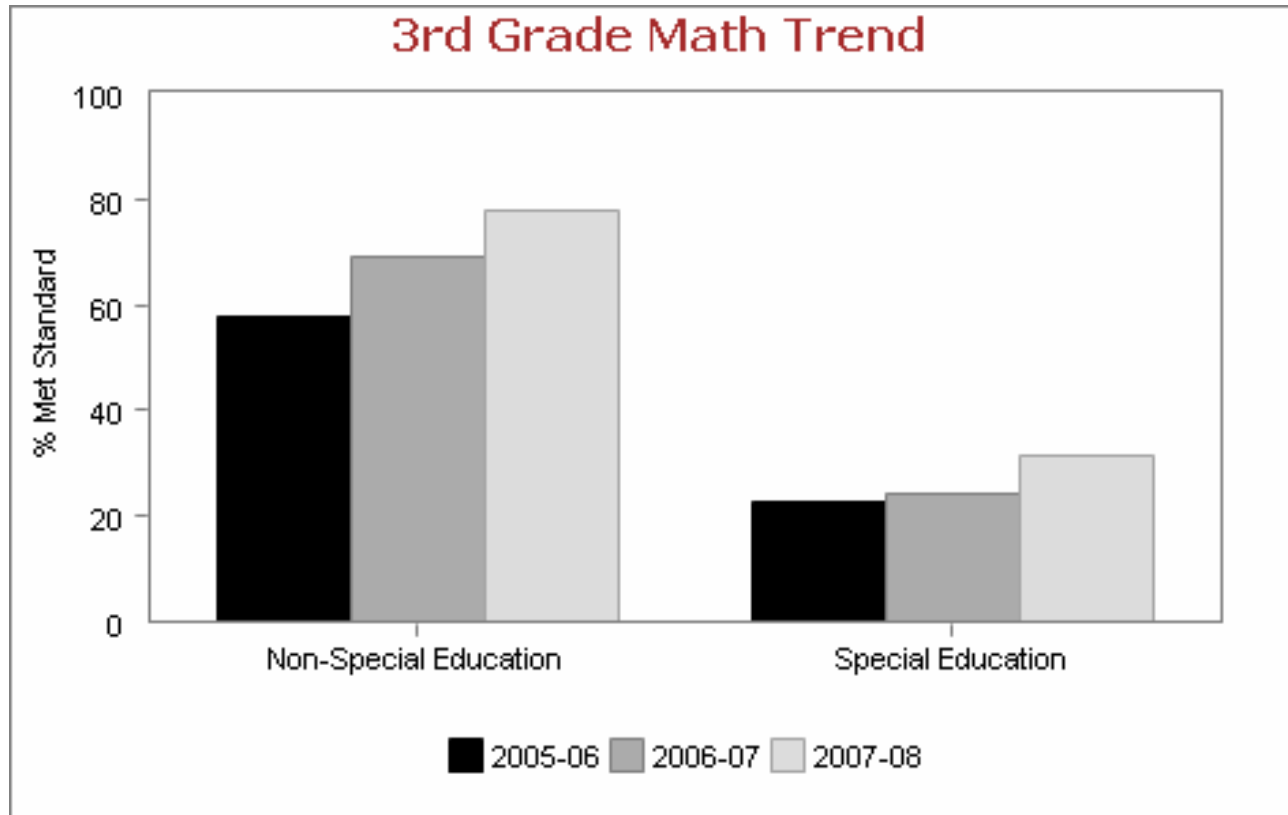
Year	Female	Male
2005-06	53.6%	48.3%
2006-07	61.2%	57.1%
2007-08	70.5%	70.8%

Ethnic Trends



Year	White	Hispanic
2005-06	49.4%	47.4%
2006-07	67.1%	29.4%
2007-08	77.2%	50.0%

Special Education vs. Non Special Education



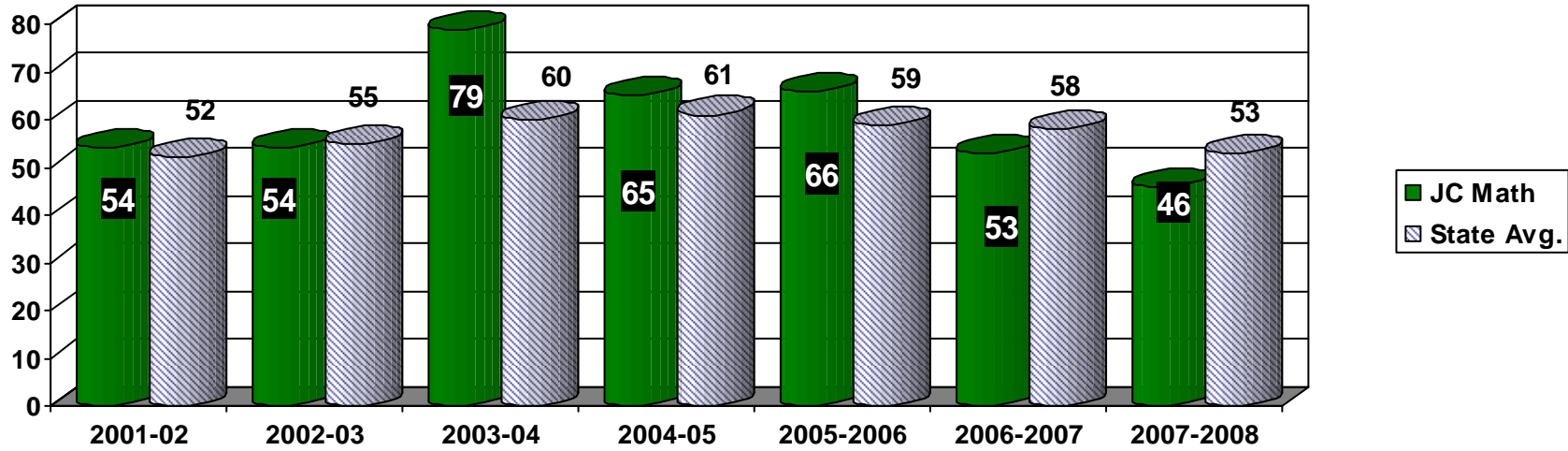
Year	Non Special Education	Special Education
2005-06	57.6%	22.7%
2006-07	69.0%	24.0%
2007-08	77.6%	31.6%

4th Grade Math WASL Strand Data

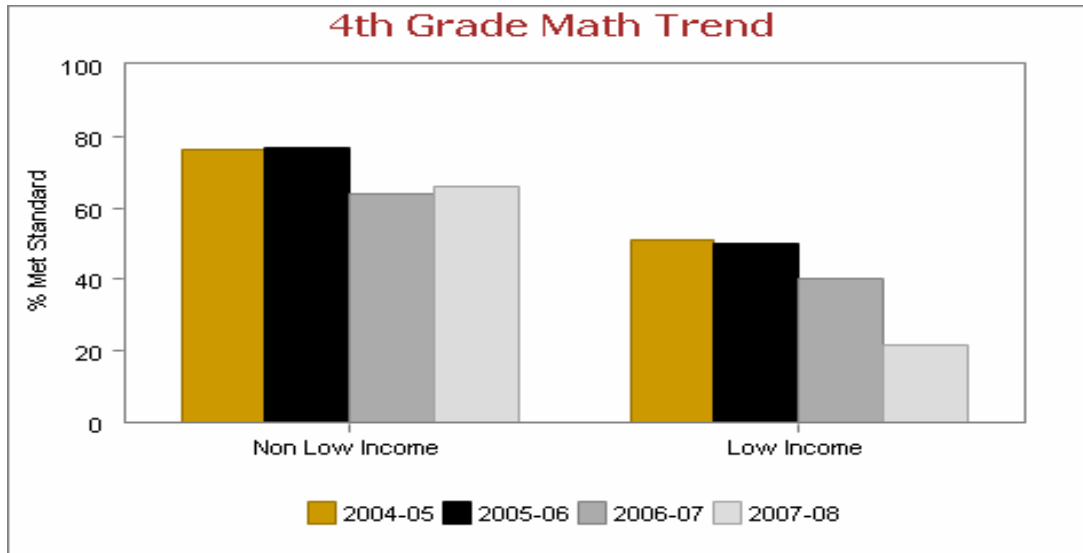
Subject	Strand	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Met Std Percent	Not Meeting Std Percent	Percent of Students Not Meeting Standard	Percent of Students Meeting Standard
Math		31.4	23.1	24	20.7	45.5	54.5		
Math	Number Sense							45.9	54.1
Math	Measurement							46.8	53.2
Math	Geometric Sense							53.2	46.8
Math	Probability/Statistics							72.1	27.9
Math	Algebraic Sense							62.2	37.8
Math	Solve Problems/ Reason Logically							45.9	54.1
Math	Communicate Understanding							50.5	49.5
Math	Making Connections							39.6	60.4

4th Grade Math WASL Trend Data

Overall

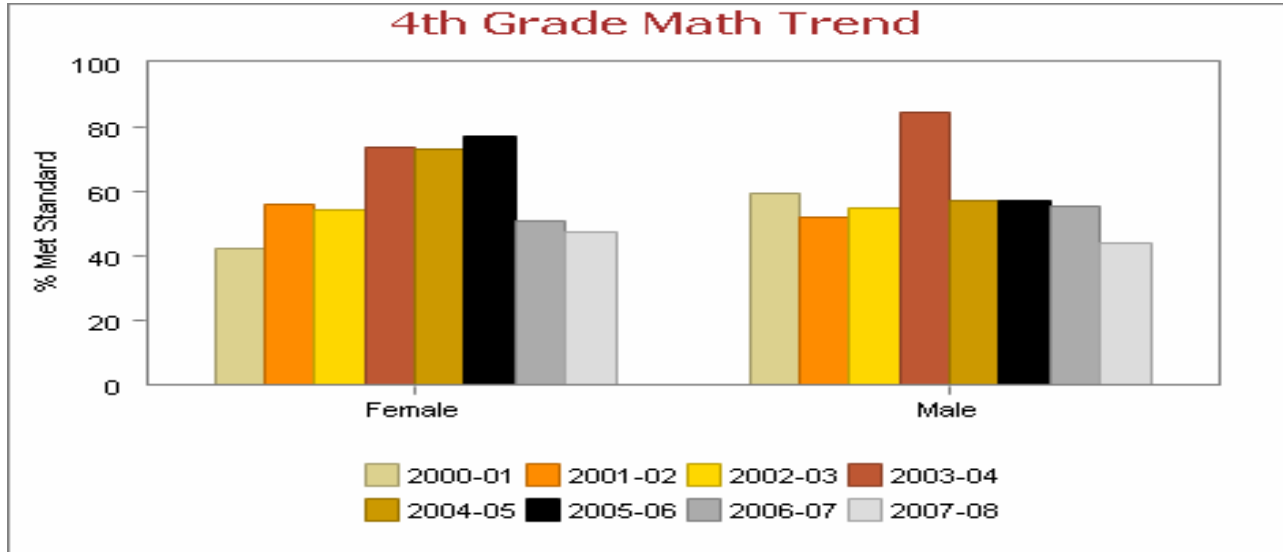


Low Income vs. Non Low Income



Year	Non Low Income	Low Income
2004-05	76.1%	51.0%
2005-06	76.7%	50.0%
2006-07	63.8%	40.4%
2007-08	66.2%	21.4%

Gender Trends



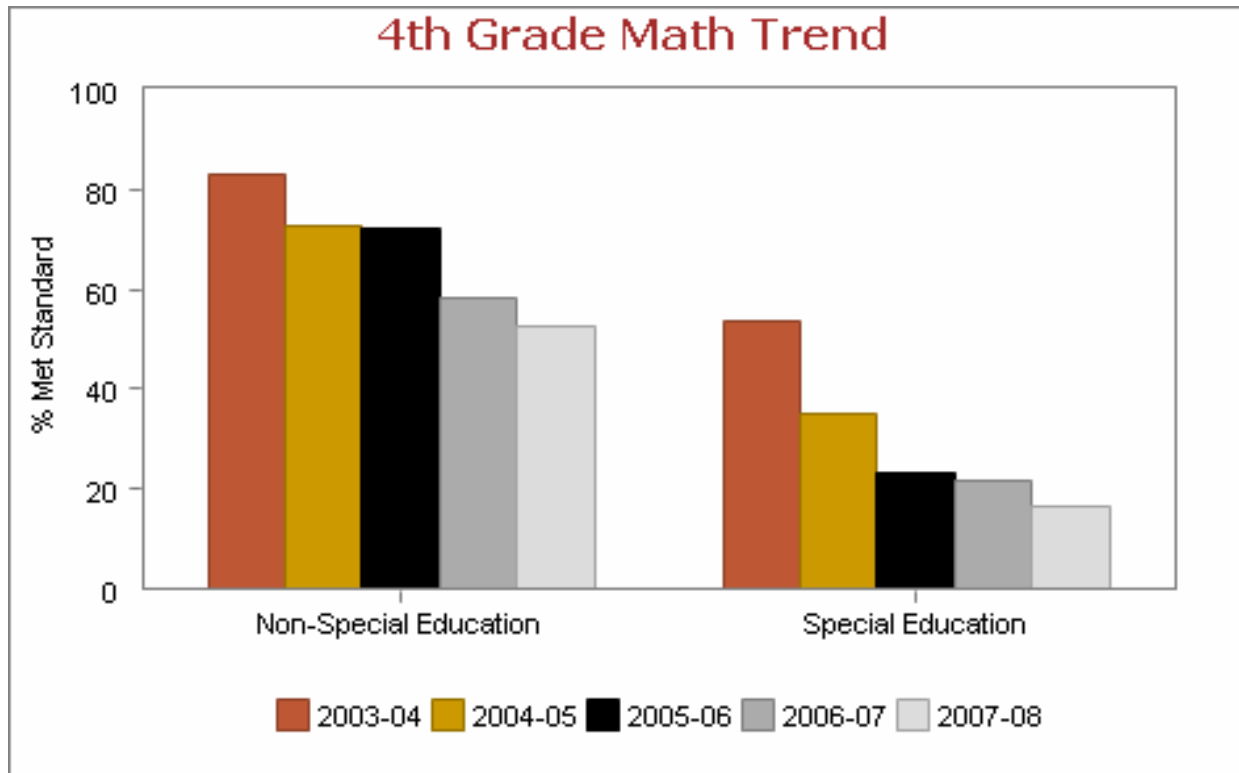
Year	Female	Male
2000-01	42.5%	59.4%
2001-02	56.1%	52.2%
2002-03	54.1%	54.7%
2003-04	73.5%	84.8%
2004-05	73.4%	56.9%
2005-06	77.3%	57.1%
2006-07	51.0%	55.4%
2007-08	47.3%	43.9%

Ethnic Trends



Year	White	Hispanic
2000-01	57.5%	
2001-02	56.3%	31.3%
2002-03	57.7%	27.3%
2003-04	83.3%	61.1%
2004-05	70.6%	38.5%
2005-06	77.6%	30.0%
2006-07	54.3%	31.3%
2007-08	52.2%	11.8%

Special Education vs. Non Special Education



Year	Non Special Education	Special Education
2003-04	82.9%	53.8%
2004-05	72.7%	34.8%
2005-06	72.4%	23.1%
2006-07	58.2%	21.4%
2007-08	52.6%	16.7%

Writing

Goals

Our goal is to increase the number of students meeting standards in writing. For the 2008-2009 school year our SMART goal (Specific, Measurable, Attainable, Results Oriented, and Time Bound) is to have each sub-group (Overall, low income, SPED, and ELL/Hispanic) increase by 10% from the 2007/08 WASL results, for the 2008/09 WASL.

- **Overall population will increase from 68% to 78% for 4th grade students.**
- **Low Income population will increase from 49% to 59% for 4th grade students.**
- **SPED population will increase from 42% to 52% for 4th grade students.**
- **Hispanic population will increase from 53% to 63% for 4th grade students.**

Sub-Group	Action Steps	Designation	Time Frame	Results
	<i>What steps/activities will be initiated to achieve this goal? What products will be created?</i>	<i>Who will be responsible for initiating or sustaining the action steps?</i>	<i>What is a realistic time frame for each phase of the activity?</i>	<i>What evidence will you present that you are making progress toward your goal? OR what evidence will you use to show that you achieved your goal?</i>
All Groups	Vision: Book Study Create a school wide focus on Regie Routman's <i>Writing Essentials</i> text. The writing team will help lead grade level teacher teams through "essentials" targeting each grade levels need and student performance expectations.	John Campbell Writing Committee All K-4 Classroom teachers John Campbell Administrators	2008-2009 School Year	Grade levels will set aside time during grade level meetings to discuss <i>Writing Essentials</i> . Teachers will implement aspects of <i>Writing Essentials</i> into their daily writing instruction.
Writing Committee	Scope & Sequence Staff will follow the Reading Street program scope and sequence in 08-09 to help determine holes with the writing curriculum.	Each grade level will determine scope and sequence.	2008-2009 School Year	Each grade level will determine which unit writing tests will be administered during each trimester.

Sub-Group	Action Steps	Designation	Time Frame	Results
All Groups	Assessment All K-4 students will take curriculum embedded unit writing assessments. Teachers will define new anchors for unit writing assessments and collaboratively score assessments using anchors, curriculum rubrics, and WASL cos/con rubric.	John Campbell Administrators All K-4 Classroom teachers	Fall 2008 Winter 2009 Spring 2009	Writing samples throughout each unit Three writing assessments agreed upon by grade level teams will be scored collaboratively each trimester.
All Groups	Formative Assessment Use assessment data collected from grade level prompts to determine students who would benefit from an after school program at grades 3 & 4.	Third and fourth grade teachers John Campbell Administrators	Winter 2009	Third and fourth grade teachers will select a group of students who would benefit from an after school program. An after school program will be established.
All Groups	Professional Development During late arrival/team time, professional development will be offered to grade level teams that focus on genre, craft, structure, process, etc... The Writing Committee will look for an opportunity for WASL conventions training <i>(Writing Assessment Director, Nikki Elliott Shuman to speak on writing).</i>	John Campbell, Junior/Senior High, Academy Literacy Coaches Writing Committee John Campbell Administrators	Spring 2009 Late Arrivals Date TBA	Writing strategies based on the needs to each grade level Staff feedback regarding the effectiveness of the implementation and usage of strategies with students in the classroom.
Sub-Group	Action Steps	Designation	Time Frame	Results
All Groups	Writing for Enjoyment Grade levels will work to create activities that encourage writing for enjoyment.	Each grade level will determine writing activities that will elicit writing for enjoyment.	Consistently 2008-2009 School Year	Each grade level will generate a list of writing activities that can be used to foster writing for enjoyment.

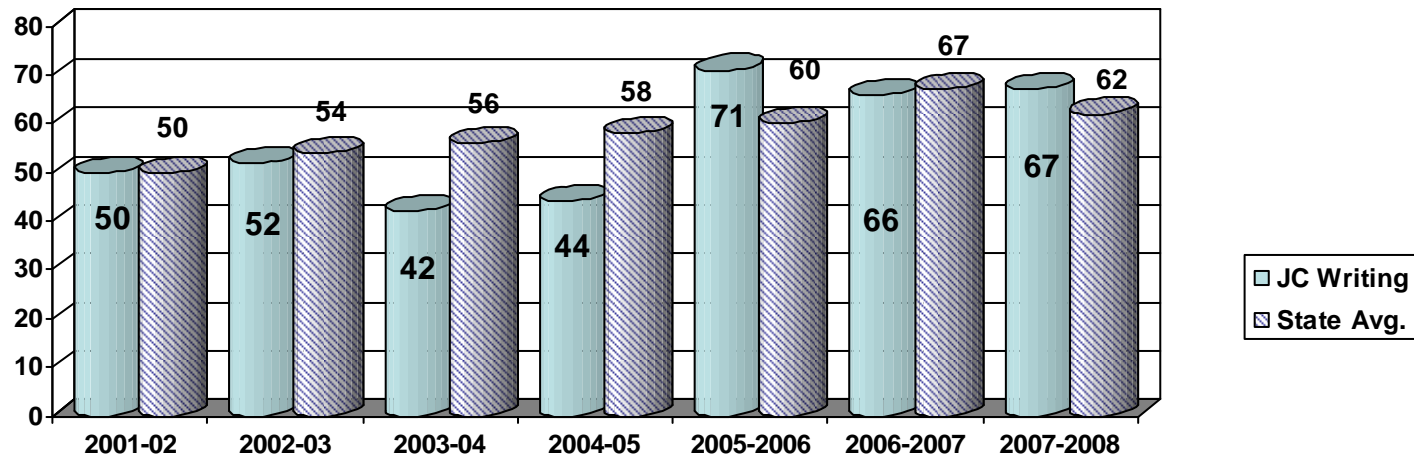
All Groups	<p>Community Link This year, we will look for an opportunity to publish student work in newsletter or local paper. In addition, the writing committee will plan a family/and or community involvement event.</p>	<p>John Campbell Administrators K-4 Classroom Teachers Parent/community volunteers</p>	<p>Consistently though out the 2008-2009 school year Spring 2009</p>	<p>Writing samples Published works Parent feedback form Writing night turn-out/parent involvement Teacher collaboration</p>
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4th Grade Writing WASL Strand Data

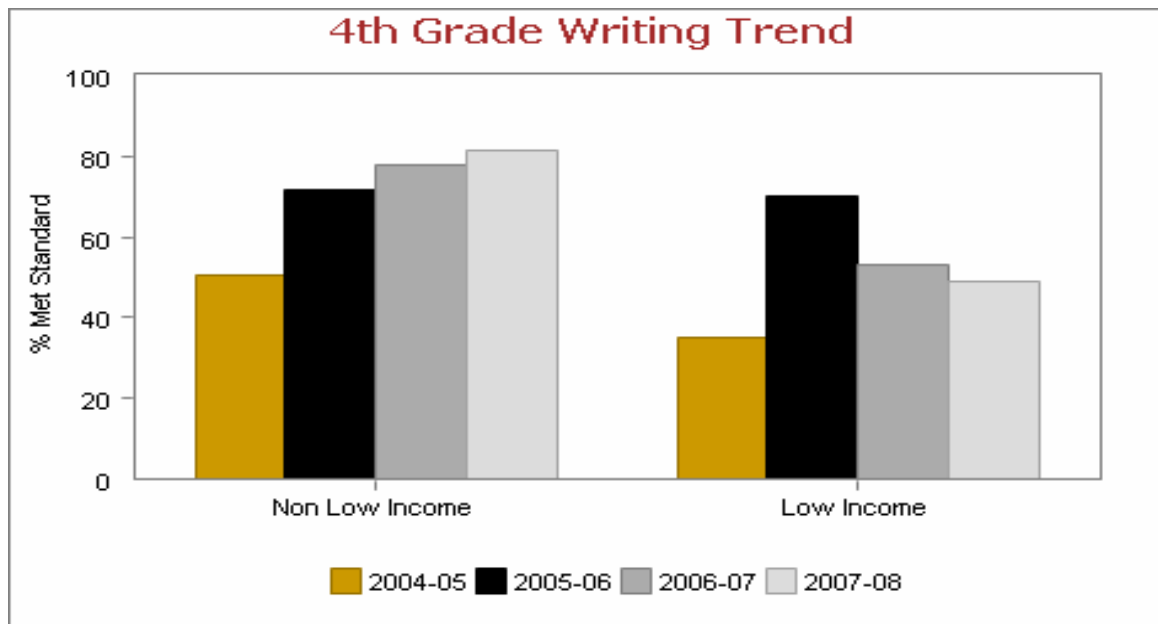
Subject	Strand	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Met Std Percent	Not Meeting Std Percent	Percent of Students Not Meeting Standard	Percent of Students Meeting Standard
Writing		15	18.3	44.2	18.3	66.7	33.3		
Writing	Content/Organization/Style							29.5	70.5
Writing	Conventions							21.9	78.1

4th Grade Writing WASL Trend Data

Overall

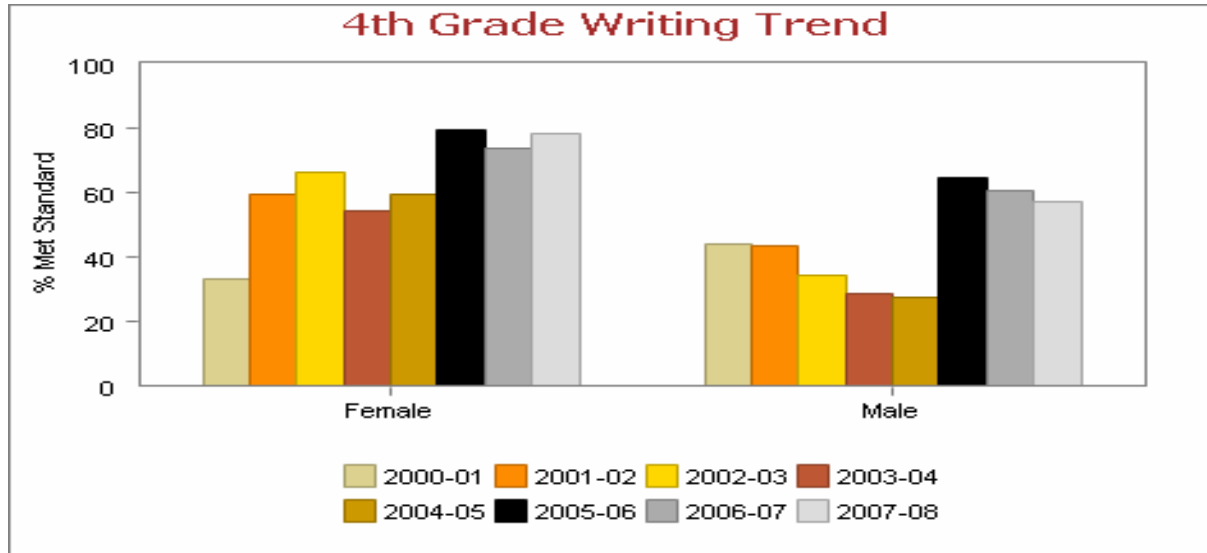


Low Income vs. Non Low Income



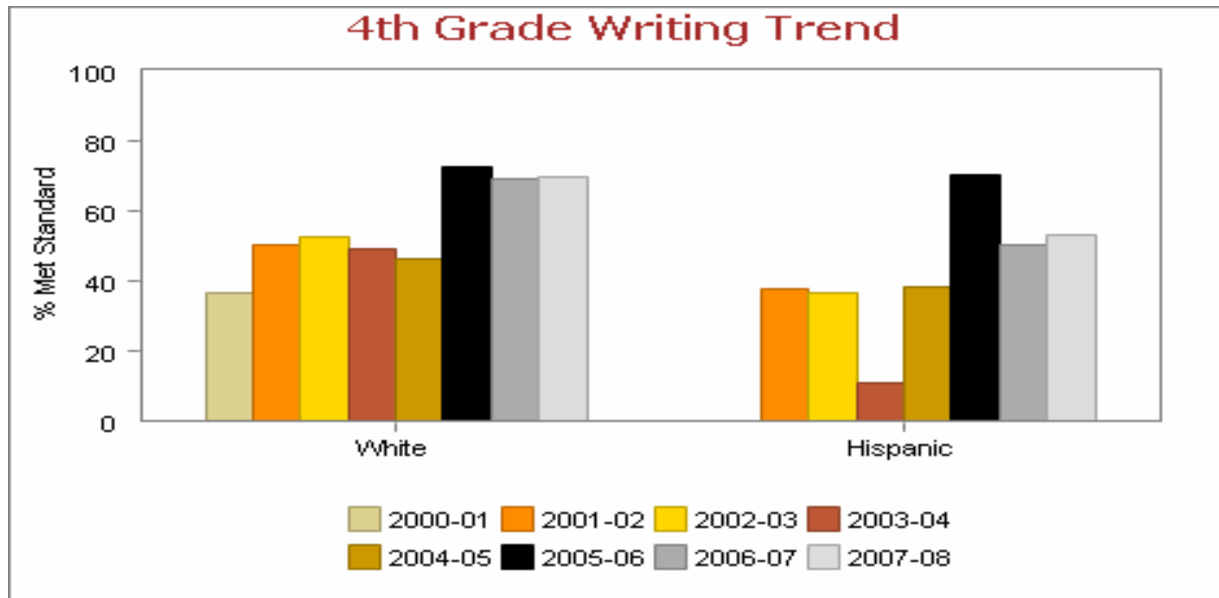
Year	Non Low Income	Low Income
2004-05	50.7%	35.3%
2005-06	71.7%	70.0%
2006-07	77.6%	53.2%
2007-08	81.5%	49.1%

Gender Trends



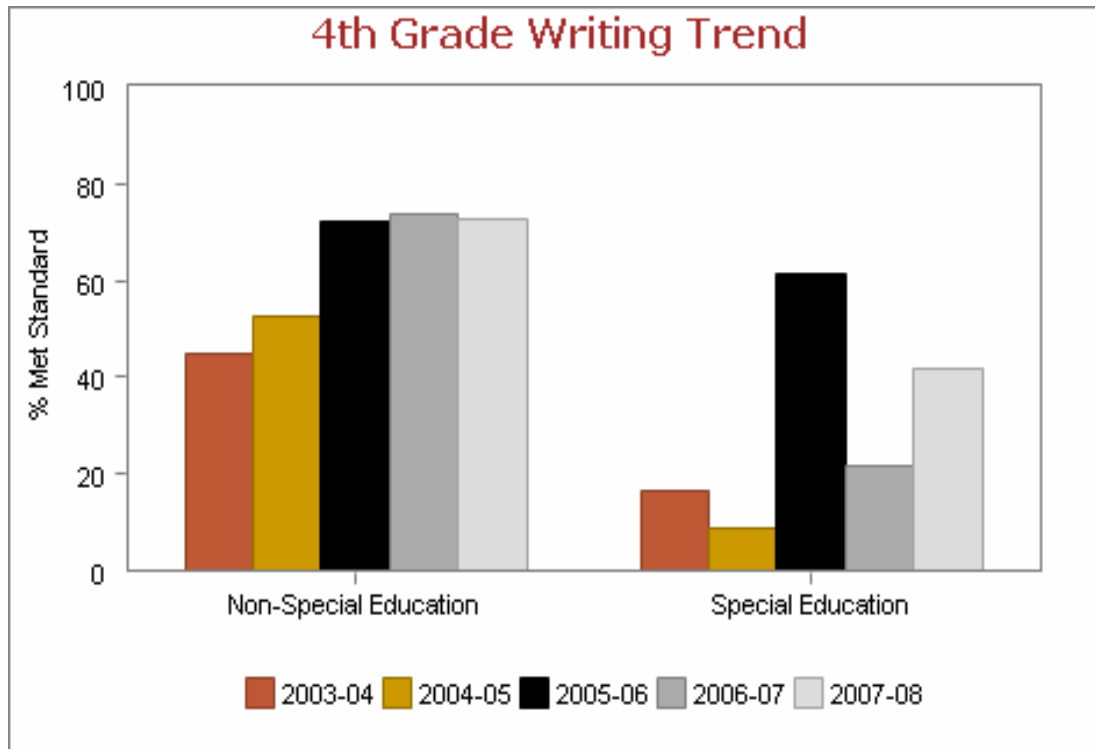
Year	Female	Male
2000-01	32.9%	43.8%
2001-02	59.6%	43.3%
2002-03	66.2%	34.0%
2003-04	54.2%	28.3%
2004-05	59.4%	27.6%
2005-06	79.5%	64.3%
2006-07	73.5%	60.7%
2007-08	78.2%	56.9%

Ethnic Trends



Year	White	Hispanic
2000-01	36.3%	
2001-02	50.5%	37.5%
2002-03	52.6%	36.4%
2003-04	49.3%	11.1%
2004-05	46.1%	38.5%
2005-06	72.4%	70.0%
2006-07	69.1%	50.0%
2007-08	69.7%	52.9%

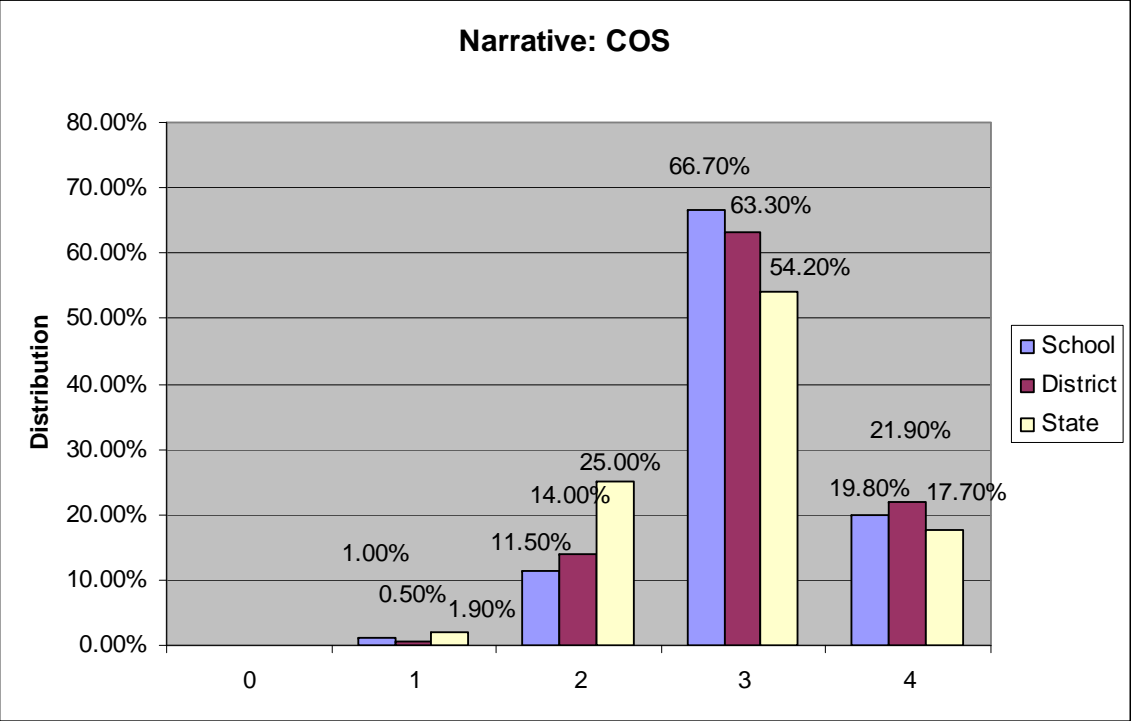
Special Education vs. Non Special Education



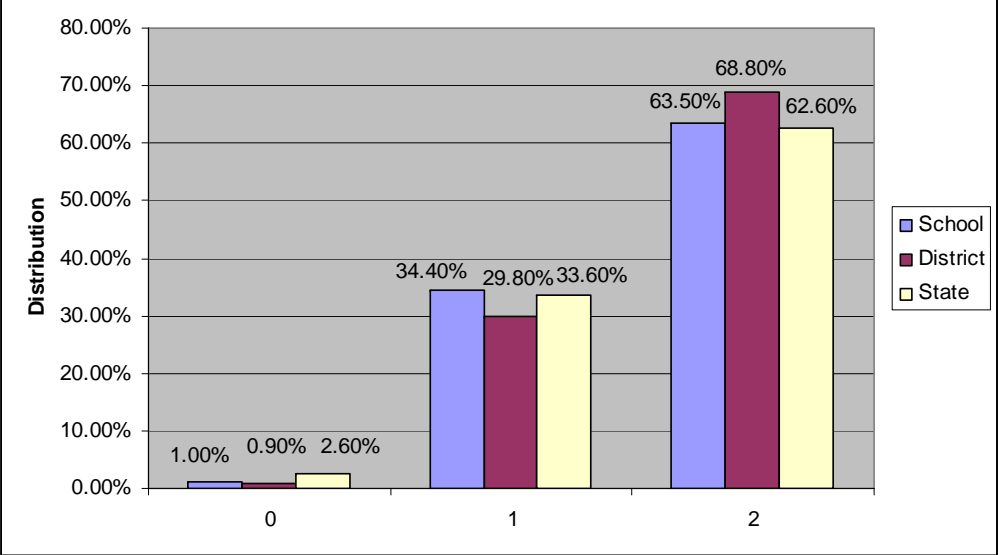
Year	Non Special Education	Special Education
2003-04	45.1%	16.7%
2004-05	52.5%	8.7%
2005-06	72.4%	61.5%
2006-07	73.6%	21.4%
2007-08	72.9%	41.7%

4th Grade Writing Break Down by Prompt

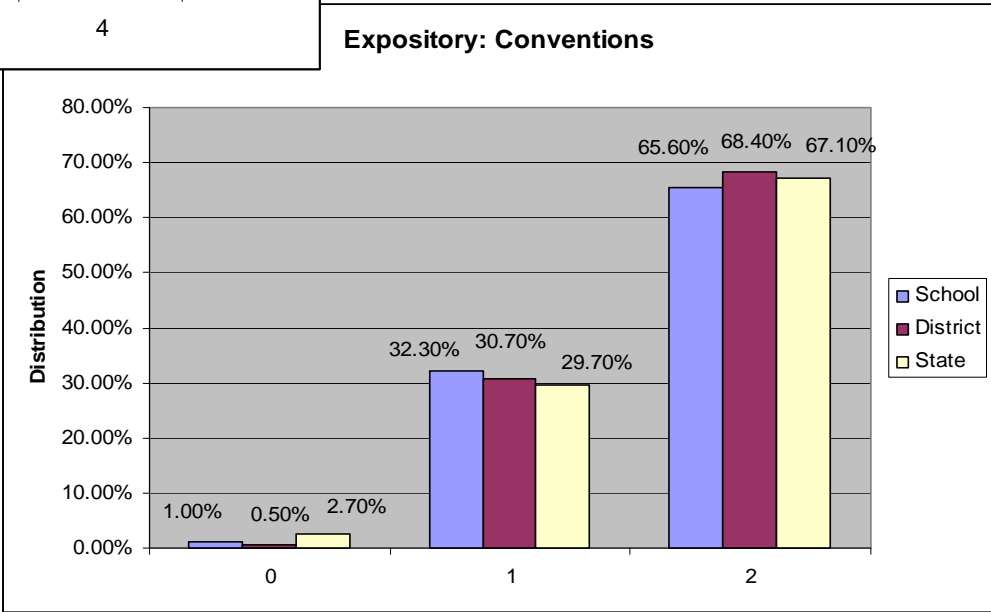
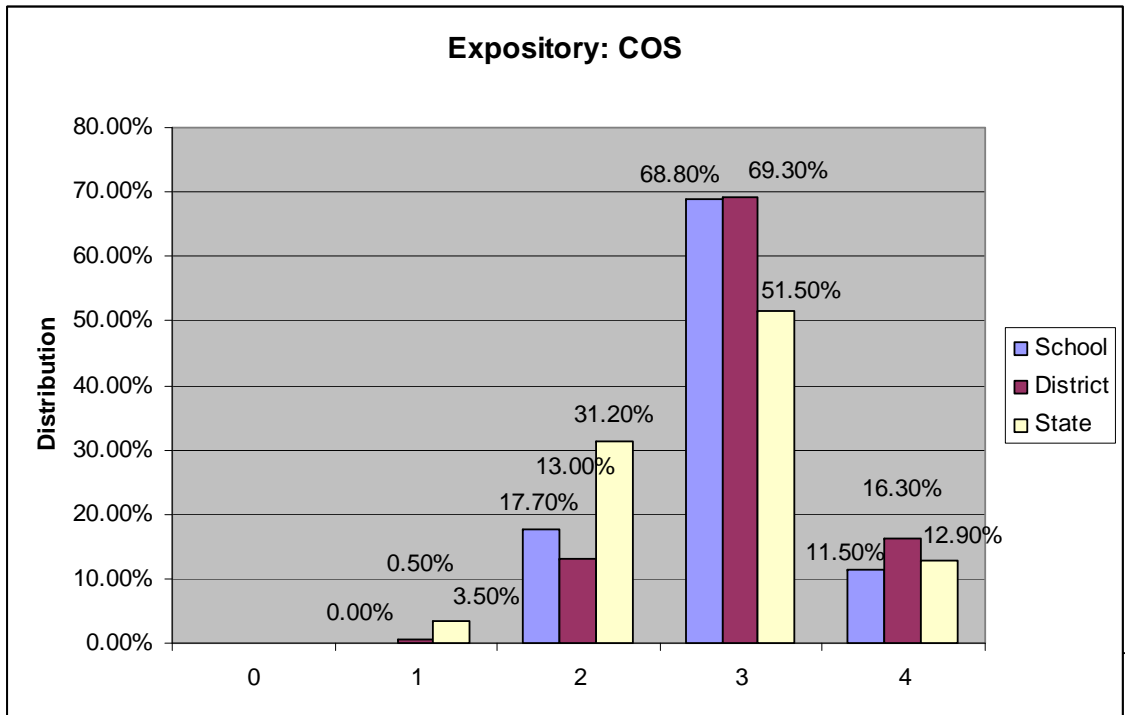
Narrative



Narrative: Conventions



Expository



Decision Making Model

Revised August 2008

Administrative

This consists of the Principal and Assistant Principal, and is responsible for decisions in the following areas: day-to-day managerial, operational budget, staffing, student placement, building maintenance, situational safety, etc.

Teaching and Learning Leadership Committee (our SBLC)

This committee is made up of representation from the following groups: the academic leadership teams (reading, writing, and math), grade level teams, classified staff, special programs staff, PTO, and administration. This group is responsible for making decisions that directly impact teaching, learning, and assessment in the building. This includes decisions regarding building-directed professional development (i.e. late starts). This is done by meeting monthly to support the work being done on the school improvement plan. Below are the sub-committees that are directly responsible for the creation and implementation of the specific academic areas of the school improvement plan (SIP).

Reading Leadership Team

This group is responsible for making building decisions in the area of reading. Their primary role is the development and implementation of the reading portion of the SIP.

Writing Leadership Team

This group is responsible for making building decisions in the area of writing. Their primary role is the development and implementation of the writing portion of the SIP.

Math Leadership Team

This group is responsible for making building decisions in the area of math. Their primary role is the development and implementation of the math portion of the SIP.

Building Safety Committee

This committee is made up of a body of staff members and is in charge of making decisions regarding the crisis management plan, alleviating safety concerns, and issues regarding student behavior.

SST (Student Study Team)

This team is made up of the building special programs staff with input from regular classroom teachers and parents when discussing individual students. This group is in charge of making decisions regarding specialized programming needs for students who are referred, including students in the pre-referral stage (response to intervention)

Social/School Climate Team

This committee was developed to help plan and organize social gatherings in our building for the purpose of maintaining a positive school climate. This committee plans social events and discusses school climate issues and searches for resolutions.

Building Leadership Committee Configuration

Reading Leadership Team	Writing Leadership Team	Math Leadership Team	Social/School Climate Team
Committee/Teacher Leaders:	Committee/Teacher Leaders:	Committee/Teacher Leaders:	Committee/Teacher Leaders:
Melissa Singletary Blair Petersen	Mitch Richards Trina Albano	Janet Rouleau Renee Snodgrass	Kari Sterns Stephanie Morford
Primary Members: 2 or 3	Primary Members: 2 or 3	Primary Members: 2 or 3	Primary Members: 2
K - Tracey Smith	K – Rhonda Gonzales	K – Rachel Howie	K – Rachel Howie
1 - Georgann Howie	1 – Stephanie Smith	1 – Kyla Brown	1 - Jennifer Mooney
2 - Wane/Segraves	2 – Sally Balm	2 – Betty Tester	2 -
Intermediate Members: 1 or 2	Intermediate Members: 2 or 1	Intermediate Members: 1 or 2	Intermediate Members: 1 or 2
3 -	3 – Trina Albano	3 - Julie Archer	3 – Deedra Phillips
4- John Jewett	4 – Mitch Richards	4 – Tamera Wilcox.	4 -
Special Prog. Members: 1or 2	Special Prog. Members: 1or 2	Special Prog. Members: 1or 2	Special Prog. Members: 1or 2
Title I – Melissa Singletary	Blair Petersen	Title I – Renee Snodgrass	Counselor - Kari Sterns
Lib. – Barb Engvall			Special Ed– Stephanie Morford
Lit. Coach – Blair Petersen			
			Classified Representatives:
			Leslie Knowles
			Robin Dinsmore
Safety Committee	Technology Committee	SST (School Study Team)	
Committee Leader			
Mike Olsen	Kevin Russell	Special Ed – Cathy Pedersen	
Primary Members: 2 or 3	Suzann McFeat Barb Engvall	Special Ed – Stephanie Morford	
Pre/K – Renae Henning	Bart Roderick	Counseling – Kari Sterns	
1- Jennifer Mooney	Mike Olsen	SLP – Kandy Ingersoll	
2 – Sue McNew		OT – Linda McKee	
Intermediate Members: 1 or 2		Psych – Open	
3 – Kathy Hahn		ELL – Melissa Singletary	
4 – Barb Truchon		Title I – Renee Snodgrass	
Special Prog. Members: 1or 2		Admin – Mike Olsen	
Special Ed – Cathy Pedersen			

Classified Representatives:			
Janice Staymates			
Matthew Winterfeld			

Teaching and Learning Committee Assignments

Name	Grade Level	Role(s)	Notes
Tracey Smith	K	Kinder T & L Rep, Reading Leadership Team	
Carolyn White	1	1 st Grade T & L Rep	
Suzann McFeat	2	2 nd Grade T & L Rep, Technology Comm., District LASER Committee	
Cindy Maycock	3	3 rd Grade T & L Rep	
Beth Mahugh	4	Co-Facilitator & 4 th Grade T & L Rep	
Melissa Singletary	Title I	Special Programs T & L Rep, Reading Leadership Team Co-Facilitator	
Blair Petersen	Literacy	Reading Leadership Team Co-Facilitator	
Janet Rouleau	Math	Math Leadership Team T & L Rep, Math Leadership Team Co-Facilitator	
Mitch Richards	4/Writing	Writing Leadership Team Co-facilitator, 4 th grade	
Nancy Minnick	Classified	Co-Facilitator, Classified Staff Rep	
Janice Staymates	Classified	Classified Staff Rep, Secretary of the Committee	
Shane Backlund	Admin.	Administrative Rep	
Mike Olsen	Admin.	Administrative Rep, Safety Committee Facilitator	
Kari Sterns	Counselor	Social Committee Rep & Co-facilitator	
Danielle Laurvick	PTO	Parent Rep	

Teaching and Learning Committee Dates (all times at 3:15 unless notified otherwise):

September 25
December 3
February 25
April 29

October 22
January 28
March 25
May 27

Professional Development Topics: 2008-2009

PD Opportunity	Staff Participants	Possible Time(s) & Facilitator
SIOP/ELL Strategies – Instructional strategies aimed at students with second language needs; methods are powerful for ALL struggling learners	<ul style="list-style-type: none"> • Grade level teachers • Title/ELL Staff • Specialists if desired 	<ul style="list-style-type: none"> • January late arrival time presented by Melissa Singletary, Renee Snodgrass, & Cindy Maycock (follow up possible)
Brain Research – Training that discusses how the brain learns and instructional methods aimed at best using this research	<ul style="list-style-type: none"> • Grade level teachers • Title/ELL Staff • Special Education Staff • Specialists if desired 	<ul style="list-style-type: none"> • Possibly the March LID day with a presentation from “The Center for Effective Learning” out of Federal Way
Vertical Team Discussions – These are talks aimed at sharing ideas and/or strategies across grade levels.	<ul style="list-style-type: none"> • Grade level teachers • Any specialist or special programs staff member interested 	<ul style="list-style-type: none"> • Shane and Mike will be setting up a once-per-month vertical meeting opportunity aimed at beginning mid-January
PTL – This is common language from research-based studies about what quality instruction looks like. Opportunities could include more site-visits, on-site peer coaching, or collaborative lesson planning	<ul style="list-style-type: none"> • Any staff interested 	<ul style="list-style-type: none"> • We have multiple (Shane, Mike, Janet, and Blair) trained PTL coaches in the building. We could have a variety of opportunities from late arrivals, to staff meetings, to other ideas/suggestion.
Literacy Instruction – Instruction about literacy interventions and/or assessments provided by Blair, Melissa, and/or Rhea Lewis	<ul style="list-style-type: none"> • Grade level teachers • Title/ELL Staff • Specialists if desired 	<ul style="list-style-type: none"> • February or March late arrival is an option depending on the topic desired and who the trainer might be
Others receiving votes (3 or less): Struggling learners, small group instruction, technology, instructional strategies (Marzano’s work), formative assessment	<ul style="list-style-type: none"> • Any interested staff 	<ul style="list-style-type: none"> • These topics could still be addressed through collaboration time and/or mini-workshops put on by staff.

Characteristics of Highly Effective Schools Survey Results

The following data was tabulated from 32 surveys turned in by our certificated staff. The rating scale was 0 – 5. 0 = No basis to judge; 1 = Don't agree at all; 2 = Agree slightly; 3 = Agree moderately; 4 = Agree mostly; 5 = Agree completely. Thank you for your input!

-The Teaching and Learning Committee

1. Vision	4.16
a) The school has a clear sense of purpose.	4.22
b) I have a clear understanding of what the school is trying to achieve.	4.25
c) The staff shares a common understanding of what the school wants to achieve.	4.00
d) All staff are committed to achieving the school's goals.	3.97
e) The staff keeps the school's goals in mind when making important decisions.	4.02
f) The school's primary emphasis is improving student learning.	4.41
2. Standards/Expectations	3.67
a) All students are expected to achieve high standards.	4.00
b) Teachers do whatever it takes to help all students meet high academic standards.	3.67
c) I believe all students can learn complex concepts.	3.82

d) All students are consistently challenged by a rigorous curriculum.	3.61
e) Teachers use effective strategies to help low-performing students meet high academic standards.	3.38
3. Leadership	4.16
a) Many staff provide leadership in some way.	3.91
b) Leaders advocate for effective instruction for all students.	4.06
c) People in leadership roles act with integrity.	4.38
d) School administrators consider various viewpoints when making decisions.	4.39
e) Leaders hold staff accountable for improving student learning.	3.81
f) I feel like the school leadership cares about me.	4.39
4. Collaboration/Communications	3.93
a) The school uses a system to obtain a variety of perspectives when making decisions.	4.03
b) Teachers discuss teaching issues on a regular basis.	4.47
c) Staff members work together to solve problems related to school issues.	4.09
d) The staff works in teams across grade levels to help increase student learning.	3.66
e) Staff routinely work together to plan what will be taught.	4.06
	3.52

f) Teachers have frequent communication with the families of their students.	
g) Staff members trust one another.	3.72
5. Alignment to Standards	4.01
a) The school's curriculum is aligned with state standards (EALRs).	4.09
b) Instructional staff have a good understanding of the state standards in the areas they teach.	4.13
c) Instructional materials that are aligned with the EALRs are available to staff.	4.00
d) Instruction builds on what students already know.	3.97
e) Schoolwork is meaningful to students.	3.94
f) Teachers use a variety of approaches and activities to help students learn.	4.10
g) Classroom activities are intellectually stimulating.	4.07
h) I know the research basis for the instructional strategies being used.	3.97
i) The staff uses WASL results to help plan instructional activities.	3.79
6. Monitoring of Teaching and Learning	3.71
a) Students receive regular feedback about what they need to do to improve.	3.74
	3.45

b) Students receive extra help when they need it.	
c) Teachers modify their instructional practices based on classroom assessment information.	3.57
d) Teachers receive regular feedback on how they are doing.	3.47
e) Teaching and learning are the focus of staff observations and evaluations.	4.36
f) Teachers provide feedback to each other to help improve instructional practices.	3.45
g) High quality work is expected of all the adults who work at the school.	3.94
7. Professional Development	3.81
a) Assessment results are used to determine professional learning activities.	3.34
b) Staff members get help in areas they need to improve.	3.41
c) Professional development activities are consistent with school goals.	3.71
d) I have enough opportunities to grow professionally.	3.78
e) Different staff members periodically lead professional development activities for other staff.	4.28
f) Instructional staff view themselves as learners as well as teachers.	4.33
8. Learning Environment	4.20
a) Students feel safe on school property during school hours.	4.64
b) The school environment is conducive to learning.	4.52

c) Teachers show they care about all of their students.	4.48
d) The staff respects the cultural heritage of students.	4.33
e) Students respect those who are different from them.	4.09
f) Instruction is adjusted to meet individual student needs.	3.64
g) Student discipline problems are managed well.	4.00
h) The staff feels free to express their ideas and opinions with one another.	3.82
9. Family & Community Involvement	3.56
a) The staff believes students learn more through effective family support.	4.55
b) The school works with many community organizations to support its students.	3.18
c) The school makes a special effort to contact the families of students who are struggling academically.	3.27
d) Teachers have frequent contact with their student's parents.	3.24
e) The school provides ample information to families about how to help students succeed in school.	3.72
f) Many parents are involved as volunteers at the school.	3.42

Title I Parent Involvement Plan

Become Informed About Our Program!

There are a variety of opportunities for parents to learn about our Title I program as well as other opportunities at our school.

- ∞ Our September open house is a great opportunity to gather information, provide input, and ask questions
- ∞ Conference weeks in November and March are another fantastic opportunity to meet with your students teachers and ask questions and provide feedback
 - ∞ During your November conferences you will receive a copy of the grade level expectations from your child's teacher
 - ∞ You will receive monthly newsletters from our Title I teachers providing updates regarding program changes and upcoming assessments
 - ∞ You can contact our Title I program directors with questions and/or comments

John Campbell Title I Program Staff Members

Program Directors

Melissa Singletary
melissasingletary@selah.k12.wa.us

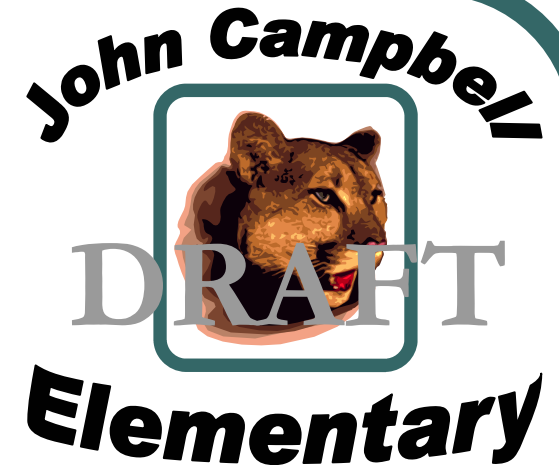
Renee Snodgrass
reeneesnodgrass@selah.k12.wa.us

Support Staff

Trudi Martin
Gloria Gonzales
Maria Gallardo



John Campbell Elementary
Selah School District
Principal: Shane Backlund
408 N. First Street
Selah, WA 98942
(509) 697-0725
Fax: (509) 697-0688



Title I Parent Involvement Plan 2008-2009

**Developing Parent
Partnerships for Every
Student's Success!**

John Campbell Elementary believes that parent involvement is essential for student success. Our *Parent Involvement Plan* outlines the strategies that we rely on and the opportunities that parents have to become involved with their child's education.

Opportunities for Input & Involvement

September Title I Open House

- ∞ Held in mid to late September
- ∞ Review/Revise Parent Compact
 - ∞ Review Material
- ∞ Provide Input on Parent Involvement Plan: your input will be used to update/modify the *Parent Involvement Plan* and/or our Title I program

Read and Treat Night

- ∞ Held in late October around Halloween
- ∞ A great opportunity to dress up with your student and come in to the school and experience stories in a fun festive environment



February We Books and Pizza!

- ∞ Held around Valentine's Day
- ∞ Receive activities and suggestions for helping at home
- ∞ An opportunity for a mid-year program update

Books for Breakfast

- ∞ Held the first Wednesday of each month in our Commons
- ∞ An opportunity to come in to school have a light snack and juice and choose books from our library to read with your student
 - ∞ Participate in a book exchange sponsored by our Title & ELL programs in rooms 40 & 41

Digging for Treasures

- ∞ A daily reading program from 8:20-8:40 in rooms 40 & 41 (our Title & ELL Portable)
- ∞ You can volunteer to read with students for the entire time, or just part of it, and help them track their progress



End of the Year Wrap-Up

- ∞ Held in early June
- ∞ Another opportunity to provide feedback through the annual survey
- ∞ Receive more activities and suggestions for areas of focus during the summer

Family Math Night

- ∞ Occurs in early February
- ∞ A terrific opportunity to practice math skills and strategies with your student in a fun and relaxed atmosphere
- ∞ Receive more activities and suggestions for providing help at home



Parent Involvement Strategies

Encourage Communication Between Parent & Student/Class

- ❖ Have their children perform**
- ❖ Write in a newsletter "Ask your child about..."
- ❖ Share a hobby
- ❖ Have them share career/Guest speaker *****
- ❖ Give responsibility re-reading groups *
- ❖ Student led conferences *****
- ❖ Parent stories/share w/class (Favorite) Ethnic food
- ❖ Have them share a talent **
- ❖ Special Guest Readers*
- ❖ Day Planner *

Communication Between Teacher & Parent

- ❖ Call them - personal contact - phone calls *****
- ❖ Make sure they know - keep them informed *
- ❖ Parent Postcard home *****
- ❖ Newsletters *****
- ❖ Ask What they can do **
- ❖ Communication log ***
- ❖ Parent call every Friday night - 3 positive calls***
- ❖ Classroom web-site/web-pages *****
- ❖ Give them an open invitation to help in your classroom **
- ❖ Tell them about PTO - various activities
- ❖ Use e-mail when possible *
- ❖ Notes about each parent contact
- ❖ Parent Letter *
- ❖ Parent Volunteer Pool (those with extra volunteers could share w/someone who needs them) *
- ❖ Parent night
- ❖ Conferences
- ❖ Bi-monthly newsletter
- ❖ Day Planner *
- ❖ Awards
- ❖ Provide more information on AR goals for class and student

Volunteer Opportunities

- ❖ Make Costumes ****
- ❖ Field trips *****
- ❖ Use them in small groups *
- ❖ Cookbook w/favorite family recipes **
- ❖ Book Orders ** (take charge of)
- ❖ Give them an open invitation to help in your classroom **
- ❖ Create materials @ home *
- ❖ Plan parties; gift making; Kaleiscope @ home; come to school briefly (1 hour)
- ❖ Room team (parent leaders)

- ❖ Playground Helper **
- ❖ Share a talent night*
- ❖ Read w/kids
- ❖ Organize a parents "reader pool".
These parents could rotate on a schedule to read with a set groups of kids *
- ❖ Activity Coordinator *
- ❖ Provide parents the chance to read with a small group of students at a time before or after school or during center time
- ❖ Help with projects at home (prep) **
- ❖ Christmas - Holiday activities
- ❖ Plan parties
- ❖ In class time
- ❖ Invite parents/grandparents to help in the classroom, centers, making items
- ❖ Manage the Lost and Found
- ❖ Parent Book Clubs

School Activities/Functions

- ❖ Reading night *
- ❖ Readers Theater *****
- ❖ Math Night *****
- ❖ Open House ****
- ❖ Christmas/Holiday programs ****
- ❖ Books for Breakfast *****
- ❖ Be Friendly/Smile **
- ❖ Book fair ***
- ❖ Mileage club *****
- ❖ Open house BEFORE school *
- ❖ Read & Treat ***
- ❖ Performances in general
- ❖ Writing night
- ❖ Social clubs/functions *
- ❖ Family nights
- ❖ After School Tutoring (parent volunteers)
- ❖ Parent Writing & Math Classes

PTO Organized Activities/Functions

- ❖ PTO *****
- ❖ Sock Hop **
- ❖ Christmas Committee
- ❖ Walk-a-thon
- ❖ Misc. help with plays, projects , etc. *
- ❖ Giving Tree
- ❖ Ice Cream Social
- ❖ Teacher Gifts/Awards

