



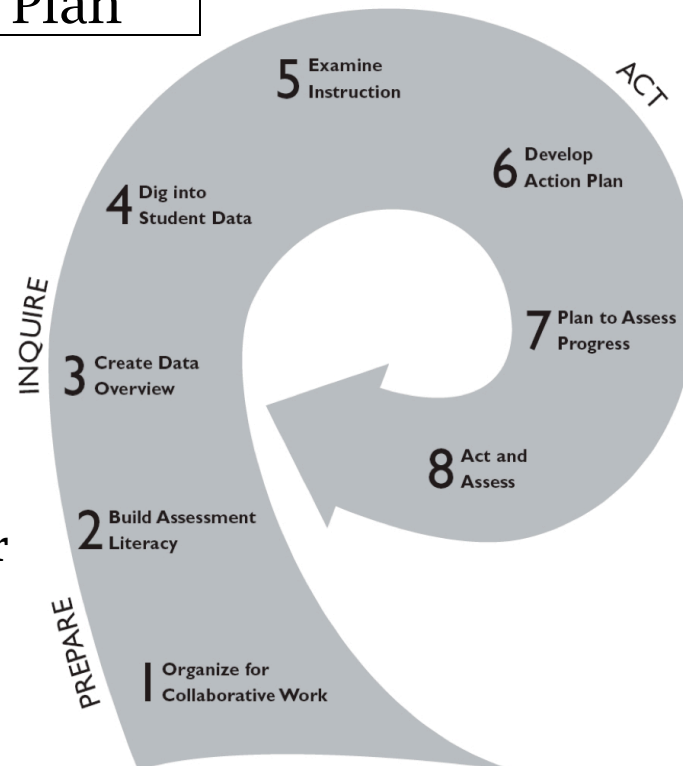
2010-2011 School Improvement Plan



SCHOOL: Arleta

PRINCIPAL: Kevin Crotchett

DEPUTY SUPERINTENDENT: Toni Hunter



Data Wise Improvement Process

SITE COUNCIL TEAM MEMBERS (Spring 2010)		
Name	Signature	Position
Matt Weatherly		Parent
Beth Rohrer		Parent
Molly Strand		Parent
Franki Dennison		Teacher
Kevin Crotchett		Principal

SIP DATA TEAM MEMBERS	
Name	Position
Franki Dennison	Teacher
Lisa Newlyn	Teacher
Gene Bivens	Assitant Principal
Kevin Crotchett	Principal

I. Data Interpretation Leading to Areas for Improvement

1. Looking at all the assessment data available at your school (more than just OAKS data), what do you know about your student achievement results? Which groups of students at your school are doing well in reading, math and writing? Which groups are your lowest-performing students? You do not need to enter tables of numbers here. Instead, focus on what you have learned from those tables of numbers.

Spring 2010:

Students continue to struggle in writing. These are our lowest OAKS scores. Only 46% of students taking this test in 2010 passed the benchmark (37% of 4th graders and 56% of 7th graders). Students work samples and common assignments show the same. An analysis of quarterly writing assessment data, which we began taking this year in all grades, shows that all students have difficulties with conventions. Students of color perform significantly below white students. ESL students struggle more than their English dominant counterparts.

September 2010:

Further review of data was conducted whole staff in September 2010. Of particular interest to the staff was evidence that students exceeding benchmark in 3rd grade lose ground over the next five years in writing, reading, and math. That is to say that the number of students exceeding benchmark in 3rd grade is significantly higher than students exceeding benchmark at any other grade level. Annual RIT gains being achieved are in the negative while students meeting or not meeting are consistently not gaining at rates that would be indicates for continued or improved success in middle school or high school years (>+5 point annually). This is particularly true in literacy scores.

2. Every school will be addressing writing achievement in their School Improvement Plan. What additional content areas, if any, will your school be addressing (no more than three total areas)? A separate Academic Action Plan needs to be written for each additional content area.

Arleta's SIP is focusing on writing for 2010-2011.

II. Academic Action Plan (Required)

CONTENT AREA: Writing
LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?): Students struggle to use appropriate conventions in their writing.
PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?): Teacher’s instruction on conventions has not significantly impacted scores on state writing tests. In addition teachers do not collect sufficient data to measure the impact of the SIP instructional strategies on all students K-8 throughout the year.
STUDENT ACHIEVEMENT GOAL (SMART GOAL): 47% of students K-5 and 66% of students in 6 th -8 th grade will meet the grade level expectations in conventions on the quarterly writing assessment by the end of the year. This would be a 10pt gain from the state assessment scores.

INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS <i>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review). 2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</i>	USE OF RESOURCES <i>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?</i>
Continue to use authentic student writing to teach conventions usage.	Students benefit from using their own work to practice and edit conventions.	Grade level team time/ staff meeting time will be scheduled to discuss and share minilesson strategies using student work and develop a working definition of “authentic”. Teachers will meet in grade level teams to delineate specific conventions outcomes per unit of study on their year-long plans.	1. The principal and assistant principal will conduct walk through visits conferring with teachers as needed. Leadership Team will calendar time for grade level teams to discuss additional supports needed for implementation. 2. End of unit writing samples will demonstrate application of proper conventions use as tied to the revised year-long plans.	Leadership Team will meet with principal before the school starts to set calendar that includes professional development for this strategy. Funding for this is through a district grant.

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Continue to support students' application of the posted Arleta Editing Guide in 2 nd -8 th grade	Arleta teachers and students will have a common language and use common marks to proofread writing	Quarterly discuss how this tool is used and what effect it has had on the quarterly writing assessment.	1. The principal and assistant principal will conduct walk through visits conferring with teachers as needed. Leadership Team will calendar time for grade level teams to discuss additional supports needed for implementation. 2. Student work will demonstrate the use of agreed editing marks.	Leadership Team will meet with principal before the school starts to set calendar that includes professional development for this strategy. Funding for this is through a district grant.
Teachers will confer individually with students targeting conventions during writer's workshop. Teachers will document these conferences	Students benefit from direct feedback regarding their own writing. Strengths and challenges, tracked by teachers, informs both the learner and the instructor on the next steps needed in instruction	Team time will be used to discuss impact of conferences as shown in writing.	1. The principal and assistant principal will conduct walk through visits conferring with teachers as needed. Leadership Team will calendar time for grade level teams to discuss additional supports needed for implementation. 2. Students' writing will reflect what was discussed and documented during conferences.	Leadership Team will meet with principal before the school starts to set calendar that includes professional development for this strategy. Funding for this is through a district grant.
Teachers will continue to teach the use of the Arleta Designated High Frequency Word (HFW)	Students and teachers will have a clear understanding of which words should be	Team time will be used to share how teachers hold students accountable for HFW list.	The principal and assistant principal will conduct walk through visits conferring with teachers as needed. Leadership	Leadership Team will meet with principal before the school starts

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list per grade level. Only student work that has correct spelling of all HFWs for that grade level will be considered for publishing. Teachers will use their discretion in making exceptions for students with special needs.	mastered per grade level.		Team will calendar time for grade level teams to discuss additional supports needed for implementation. 2. Student writing will reflect correct spelling of HFWs.	to set calendar that includes professional development for this strategy. Funding for this is through a district grant.
Teams will score authentic or prompted student writing using common rubric quarterly. Teachers will select sample of 8 students (2 ESL/achievement gap, 2 high, 2 low/achievement gap, 2 average) for this work.	Teachers need to have periodic assessment to gauge student progress per grade level in targeted areas of conventions. The state assessment at 4 th and 7 th grade falls short of meeting this need.	Teams will meet to score papers and discuss outcomes.	1. The staff will score the 8 papers quarterly in teams. 2. Principal and assistant principal will collect assessment scores and share out with all staff.	Leadership Team will meet with principal before the school starts to set calendar that includes professional development for this strategy. Funding for this is through a district grant.
1. Ongoing collaborative review of student writing samples and articulation of conventions expectations K-8	Ensures teachers at each grade level are aligned in expectations and assessment while providing time to discuss instructional	Provide time (3 times minimum per year) for teachers to work in grade level teams to assess, define, and align their assessment of proficient	Grade level teams collaboratively review proficient work samples for comparative alignment using staff reviewed exemplar papers, state scoring rubric and district literacy survey as scoring guidelines.	Teacher time to meet and collaborate embedded into the PD calendar to produce and

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2. Shared articulation of proficient work samples in writing	methods and student performance, focusing on conventions.	student work samples.	Work sample scores and proficient work samples collected at grade level for articulation Whole staff articulates expectations for a proficient work sample at level Identifying a continuum of expectations for conventions K-5 Scored work samples and the further development of a proficient work samples articulation packet	articulate “proficient” writing examples at grade level Fall and Spring
Systematic implimentation of conventions in strucion using <u>Mastering the Mechanics</u>	K-8 systematic approach to coneventions instrucion based on gradual release, using best practice instrucion	Book study: <u>Mastering the Mechanics</u> at grade level.	Classroom and team level implimentation of instrucional stratigies – fidelity of year long planning integration into existing instrucion and writers workshop.	Use team planning time to impliment new instruction into mini-lesson structure of writer’s workshop.

II. Academic Action Plan (Optional)

CONTENT AREA: Writing

LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?): Students at Arleta struggle with a variety of challenges depending on the grade level.

The most critical deficiency as identified by a deep analysis of authentic student work is as follows:

Kindergarteners struggle to use appropriate spacing between letters and words.

First graders struggle to use appropriate ending punctuation and beginning capitals.

Second and Third graders fail to capitalize the beginning of each sentence and spell high frequency words correctly.

Fourth graders do not demonstrate appropriate use of capitalization including internal capitals, start of sentence and proper noun capitals.

Fifth graders do not write in complete sentences.

Sixth graders fail to use internal comma and end of sentence punctuation.

Seventh and eighth graders fail to use commas and end sentences correctly creating run-ons.

PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?):

Kindergarten—Teachers have not conducted enough invitational groups to teach targeted spacing skills.

First grade—Teachers have not devoted enough time to teaching ending punctuations and capitalization and how to identify simple sentences.

Second and Third grade—Teachers are not giving immediate and consistent instruction when capitalization errors and misspelling of HFWs are discovered.

Fourth grade—Teachers are teaching rules of capitalization out of context.

Fifth grade—teachers are not explicitly teaching fifth graders what a complete sentence is.

Sixth through Eighth grade—Teachers have not consistently conducted flexible editing groups to reteach proper comma and period placement.

STUDENT ACHIEVEMENT GOAL (SMART GOAL): Students K-8 will demonstrate the use of proper conventions in their authentic writing at the appropriate grade level expectations by the end of the year on the quarterly writing assessment. 47% of students will meet this in K-5. 66% of students will meet this goal in 6th-8th grade. This is a 10 point increase from the state assessment levels in 2010.

INSTRUCTIONAL STRATEGIES	RATIONALE	PROFESSIONAL DEVELOPMENT	ASSESS PROGRESS	USE OF RESOURCES
<p>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</p>	<p>Why do you believe this strategy will address the learner-centered problem?</p>	<p>How will you increase staff capacity to implement this strategy with fidelity?</p>	<p><u>1. Fidelity of Implementation:</u> List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p><u>2. Desired Student Outcomes:</u> List specific assessments, assignments and other indicators of student success (formative and summative).</p>	<p>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goal?</p>

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Collegial learning walks / peer walk throughs	Allow for collegial sharing of instruction focused on students engagement and classroom rigor of implimentation and instruction of conventions	Schedule that allows for collegial walkthroughs and discussion for debriefing. Book study using Mastering the Mechanics as a guide for best practices in the instruction of conventions.	1. a. Collegial learning walks using protocols 1. b. Classroom walkthroughs by administration using protocols and providing feedback 1. c. Whole staff summation of observation once per trimester using a sharing protocol for discussing student engagement, purpose, and rigor (developing “look fors”) 2. Demonstration of modeled instruction in writer's workshop process and performance tasks 3. Developed evidence of lesson planning and implementation of direct instruction of conventions	Organizational structure to support and implement ongoing learning walks Teacher time to meet and collaborate
Kindergarten: Track student progress of targeted skills reteaching through invitational groupings and/or one on one conferring. Increasing frequency of	Ongoing tracking of student progress will allow for immediate intervention. Invitational or one on one	Team will collaboratively plan high leverage lessons to address skills. Teachers will analyze student	1. Team reviews and modifies stategy implementation and tracking tool at least quarterly during common planning times. 2. Unassisted student writing samples will serve as an indication of mastery.	Team and common plan time.

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<p>explicit instruction of spacing. Lessons will be adjusted based on progress monitoring.</p> <p>Increase student awareness of difference between a word and a letter through daily message.</p>	<p>conferring will provide targeted instruction to only those writers who have not yet mastered the skill.</p>	<p>work regularly to adjust grouping.</p>		
<p>First grade: Weekly grammar lessons focusing on ending punctuation and capital letters.</p> <p>Track targeted skills quarterly with simple prompts.</p>	<p>More direct instruction on simple sentences will increase student awareness of the skill.</p>	<p>Team will collaboratively plan high leverage lessons to address skills.</p> <p>Teachers will analyze student work regularly to adjust grouping.</p>	<p>1. Team reviews and modifies strategy implementation and tracking tool at least quarterly during common planning times. 2. Unassisted student writing samples will serve as an indication of mastery.</p>	<p>Team and common plan time.</p>
<p>Second and Third grade: Teachers will provide immediate, focused feedback regarding capitalization and spelling of HFW during writing workshop</p>	<p>Immediate intervention will expedite student mastery of skills.</p>	<p>Teachers will develop tools such as checklists for tracking daily check-ins and interventions.</p>	<p>1. Team reviews and modifies strategy implementation and tracking tool at least quarterly during common planning times. 2. Team will calendar dates for quarterly review.</p>	
<p>Fourth grade: Have a capitalization rule of the month. Look at authentic student work to verify that it is being applied.</p>	<p>Students will benefit from a monthly targeted focus and explicit teaching. They will receive feedback using their</p>	<p>Team will decide on monthly capitalization focus.</p>	<p>1. Team reviews and modifies strategy implementation at least quarterly during common planning times. 2. Student writing will demonstrate application of capitalization rule.</p>	

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	own work to focus on rules of capitalization.			
Fifth grade: Start the year with mini-lessons on identifying and writing complete sentences. Use authentic student writing to edit for complete sentences.	Students will benefit from explicit teaching. Their own work will be used to identify complete and incomplete sentences.	Team time will be used to discuss and share mini-lesson strategies guided by student work.	1. Team reviews and modifies strategy implementation at least quarterly during common planning time. 2. Student writing will demonstrate understanding of what constitutes a complete sentence.	
Sixth through Eighth grade: Develop and post “Comma Guides” (in all 6-8 classrooms, student log books, and desks) that identify proper comma usage. Practicing editing of onfiction writing and jounal entries through one on one conferring, flexible grouping and mini-lessons.	Boosting the volume of commonly used environmental print supports students’ problem solving while writing. By meeting with students in small or one on one groups, students better understand their editing goals.	Book study on <u>Mechanically Inclined</u> Team time will be used to discuss nd share implementation of this strategy.	1. Sixth through eighth grade team will review quarterly writing assessments in order to select editing targets for specific students. 2. Student writing will demonstrate proper use of comma and period placement.	

III. Parent and Family Involvement Plan

In accordance with PPS policy directive 7.10.041-AD on Parental and Family Involvement in Support of Academic Achievement:

- Our plan for family involvement will be reviewed at least annually by a representative group of parents and community members, including families from often under-represented groups like parents of students with disabilities, migrant-eligible families and language minority families.

Review Date(s): 10/18/10

To be reviewed by:	<u>Arleta Boosters</u>	<u>Staff</u>
(Groups)	<u>Site Council</u>	<u>Leadership</u>
	<u>All families at State of the School address on 10/18/10</u>	<u></u>

- Meetings to discuss family and parent involvement will be held in accessible meeting rooms and will be advertised broadly in a variety of formats and languages as needed to accommodate our families.
- Key communications regarding our academic program, School Improvement Plan, and student achievement will be provided in all major languages of our school to the extent possible.
- We will have strategies for assisting parents in understanding our program and how to help their children achieve.
- A meeting will be held with parents of ESL students to explain the services that their students are receiving and how to access interpretation and translation services. Date of meeting: 10/27/10 at Franklin High School

Title I Schools Only

- If our school receives Title I, Part A funding, we will hold an annual meeting where parents will:

- 1.) learn about our Title I services,
- 2.) assist in the review of the Title I Parent-School Compact, and
- 3.) advise the school on uses for family involvement funds that would best serve their needs.

This meeting will be communicated to and open for all Title I-eligible families to be held on October 16th at 6:30pm at Arleta School

Annual Meeting Date: 10/16/10 (may correspond with another scheduled meeting)

FAMILY ENGAGEMENT ACTION PLAN (REQUIRED)

Student Achievement Goal for Writing (SMART Goal from Academic Action Plan): 47% of students K-5 and 66% of students in 6th-8th grade will meet the grade level expectations in conventions on the quarterly writing assessment by the end of the year. This would be a 10pt gain from the state assessment scores.

Schedule of family and community involvement activities to support THIS goal.

ACTIVITIES	RATIONALE	TYPE (1-6)	DATE	GRADE LEVEL/TARGET AUDIENCE	LEAD PERSON ANDSUPPORTS	USE OF RESOURCES <i>(How will you align your resources (people, time, dollars, materials, partnerships) to accomplish this goal?)</i>
Family Write Night	To help parents have some ideas of writing activities they can do as a family. To celebrate student writing		Spring	K-8	Principal	Title I Family Involvement Funds
Fall Conferences: Share how students are doing in writing and discuss grade level writing strategies for struggling writers.	To help parents know where their child is academically in writing. To help parents know some strategies that are being taught.		November	K-8	Classroom Teachers	
Writing Celebrations at end of unit per grade level.	Celebrate student writing		At end of each unit	K-8		
Use the Arleta Connection to share examples of grade level benchmark writing throughout the year.	Share with parents what "on target" writing should look like at each grade level.		Monthly	K-8	Principal	
Visiting Authors	Students can meet and talk to some authors		1-2 per year	K-8 (alternating years if necessary)	Librarian	Fieldtrip Fund

Arleta Great Writers bulletin board highlighting students' published writing at 6-8 th grade	Share with students some excellent student writing		Monthly	6-8 th grade teachers	Lisa Newlyn and Gina Gray	
Writing Day (like reading day)	Have everyone in the school write together.		Spring	K-8	Librarian	

IV. ADDITIONAL TITLE I SCHOOLWIDE PLAN COMPONENTS (FOR TITLE I SCHOOLS ONLY)

A. HIGHLY QUALIFIED STAFF	
What number of classes are being taught by teachers who are not Highly Qualified as defined by No Child Left Behind?	Zero
What number of teachers in the building have three or fewer years of experience in the profession?	Zero
What building based supports are in place for teachers new to the profession?	No new teachers expected to be in place at Arleta, however, "new to our school" teachers are part of onsite professional development, meet with teams weekly, consult with team leaders and receive school generated curriculum maps.

B. TRANSITION PLAN			
LEVEL	STRATEGIES	RESPONSIBLE PERSON/TEAM	KEY DATES
Preschool to Kindergarten	Kindergarten Round-up, Tours of our building and classrooms, Booster Parent Welcome Coffee and Donuts, September Coffee with Boosters and Principal, Welcome Folders upon registration, meet with the nurse as needed.	Principal, Assistant Principal, Principal Secretary, School Secretary, Boosters, Nurse	Kindergarten Round-up each January, September coffee and weekly Tuesday Coffee with Boosters, meetings with nurse as needed.
Middle to high school (Grade 8 - Grade 9)	Forecasting, promotion of high school plays and sports events	Franklin High School counselor and Arleta Counselor	09-10 year forecasting TBA
Students with disabilities	Paraeducator support, consult between general education and Special Education staff, tours for families, visual cues	Arleta Staff and Paraeducators	As needed

Students receiving ESL services	Educational Assistant support, consult between general education and ESL staff, model teaching, GLAD lessons, visual cues.	ESL staff and General Ed Staff	As needed
Students receiving TAG designation	Training on Tiered Instruction	Arleta Staff	As indicated in TAG plan throughout the 10-11 school year.

C. COORDINATION OF SERVICES

ORGANIZATION TYPE:	PROGRAM PARTNERS:	PURPOSE:
COUNTY	Dental Sealants, Outdoor School	Preventative dental care, outdoor education
CITY	SUN, PYO Basketball, Safe Routes to School, STARS, Office Depot	Year around after school and summer extension classes, competitive basketball 5 th -8 th grade, safer biking and walking routes, anti-gang curriculum, 6 th grade introduction to sexual health, Office Depot donates backpacks for needy families.
DISTRICT	STARBASE	Aeronautics Science unit of study for 4 th -5 th grade
HIGHER EDUCATION	Lewis and Clark University, OSU, Migrant Education, ESL Tutoring, Master Gardener	Support interns from Lewis and Clark, OSU healthy cooking/eating/active lifestyle program, services for Migrant Education and ESL students, Gardening program to support the SUN classes.
PRIVATE	SMART, Boys and Girls Club, Saturday Academy, OMSI, RFA, YARTS	Support our youngest readers with a consistent adult mentor, safe/consistent/affordable child-care, accelerated classes for TAG students, classes for children at OMSI, RFA to support the arts at our school.

D. COMMUNICATION Describe the processes that were used to inform and engage staff, community members and families during the development of your school improvement plan. Be specific regarding when and how staff, community and families have opportunity to provide feedback on the plan during its development and implementation.

Arleta has been an active participant in the Nike PLC project this year. Our Data Wise Team has engaged the staff at every step. Our Leadership Team divided the endeavor into three portions for this SIP: 1. Continuing with strategies that we believe are working including expanding the collection of data from student writing samples, 2. Focusing in deeply and differentiating the LCP and POP by grade level, 3. Planning Family Involvement items that will celebrate writing and help communicate to parents what “on target” writing looks like at each grade. The Leadership worked on the first item and presented it to the staff for approval. Teams worked on the second item. Team Leaders then brought them to leadership team for submission into the SIP. The third item was a collaborative effort from staff and parents.

E. USE OF CONSOLIDATED FUNDS: Attach current Title I Budget Worksheet. Use the notes columns in the Worksheet to highlight how expenditures correlate to SIP goals and objectives.

