

SPS 2008-2009 School Improvement Plan
 Field Elementary School
SIP Team

Nancy Colbaugh	Principal
LouAnn Kennedy	PDC Committee Chair, Kindergarten
Lisa Burton	Grade 1
Courtney Becker	Grade 2
Debbie Bradley	Grade 5
Cheryl Fadler	PYP Coordinator
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Mission

Soar To Success!

The mission of Field Elementary School is to provide a safe, supportive and challenging learning environment where all students are empowered to develop individual potential and practice skills necessary to become internationally-minded life-long learners

Vision

Eugene Field Elementary School is committed to excellence in the education through the inquiry process. The following vision statements reflect the staff's belief regarding the environment and standards of an outstanding school.

An outstanding school:


- will provide a *positive learning environment* where students want to learn and feel safe
- is one where all *staff work together*, using the Learner Profile, to create a professional community committed to learning
- is one that encourages *high expectations*, meets individual needs, and challenges each student to reach their potential
- is one where *the Learner Profile is used to develop internationally-minded students who enjoy coming to school for learning and socialization*
- is one that is *supported by parents and community* through involvement that upholds the mission
- develops an *internationally-minded community*

Collective Commitments

In order to achieve our vision, the Field staff will:

- promote a clean, safe and supportive environment
- respect our colleagues, our students, and our community
- maintain effective communication throughout the school community
- utilize the methods of Love and Logic and the Learner Profile, teaching students to accept responsibility for their education, decisions, and actions
- develop a shared commitment to our mission
- help all students achieve the intended outcomes of the curriculum by addressing their individual needs, providing challenge, and maintaining high expectations

District Goals and Indicators

	<p>Goal 2: <u>Improve Graduation Rate</u></p> <ol style="list-style-type: none"> 1. Improve graduation rate as measured by MSIP Standard 9.5 2. Reduce student/teacher ratios 3. Increase student engagement and responsibility for learning 4. Increase student attendance at school
<p>Goal 1: <u>Improve Student Performance</u></p> <ol style="list-style-type: none"> 1. Meet or exceed Adequate Yearly Progress (AYP) performance standards for schools and the district 2. Improve student performance as measured by MAP and ACT 3. Demonstrate student proficiency or higher in reading and math 	<p>Goal 3: <u>Ensure Effective and Efficient Use of Resources</u></p> <ol style="list-style-type: none"> 1. Recruit, develop, and retain high-quality staff 2. Ensure a safe and nurturing environment for learning 3. Attain high levels of customer satisfaction 4. Maximize the use of financial resources for student learning 5. Provide and maintain facilities that are conducive for learning

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 Objective

Students will meet the following SPS board goals:

- increased performance as measured by the MAP, reading and math tests
- increased student attendance at school.

Key Processes	(1) Process Measures & (2) Lead (short-term) Performance Measures (Sources)
A. Students will learn through differentiated instruction within the inquiry process (1,2,3,4)	<p>A1. Planners are developed, implemented, and reflected upon according to PYP Guidelines (POI; Units of Inquiry; Reflections; questioning; CWT; teacher reflection on planner and on lesson plans)</p> <p>A1.a. A school wide system will be in place that <i>challenges</i> and <i>supports</i> all students (WFSG action plans logs and tribal council minutes)</p> <p>A2. questioning, student reflection on units and student autonomy (sample copies of student reflections; sample copies of teacher reflection; sample questions; observation, CWT)</p>
B. (1,2,3,4,) students will use self-reflection to communicate their understanding during the assessment process	<p>B1. Assessments are developed, implemented, and reflected upon according to PYP Guidelines (POI, Units of Inquiry, Reflections, CWT, teacher reflection on planner)</p> <p>B2. Increased ability to communicate understanding (sample reflections, journals, student-directed assessments, observations)</p>

Professional Learning

Teachers will develop a deeper understanding of communication, differentiation & assessment through the inquiry process in the Primary Years Program.

WFSG will focus on communication, differentiation and assessment process within the inquiry process. The PDSA cycle will reflect an increase in school wide attendance. Professional learning will occur through a variety of sources, including expert voices, (books, videos, coaches), school visits, and attendance at workshops.