

EDMONDS SCHOOL DISTRICT

SCHOOL IMPROVEMENT PLAN

School Name: Alderwood Middle School

Principal: Mike VanOrden **Date:** June, 2008

Leadership Team Members/Others involved in preparation of this plan:
Carol Frodge, Judy Slattery, Jodi Salenski, Ron Cantrell, Julie Walker, Jeff Stone,
Jerry Christensen, Lynn Johnston, Leslie Dickinson, Jack Seymour, David Kochanasz

CHARACTERISTIC 2 (REQUIRED)

High expectations for all students – Includes educational equity component, accountability, and AYP goals

District Improvement Plan Literacy Goals: All students will demonstrate progress towards proficiency in reading and writing at or above grade level standard.

All students will read accurately and fluently; all students will understand what they read across all subject areas and for a variety of purposes; all students will write clearly and effectively for a variety of purposes.

GOAL STATEMENT – Writing and Reading Accountability

70% of students will read and write at grade level by the end of the 2008-2009 school year.

Continuing Goal from Last Year

Indicators: Data sources (quantitative, qualitative) and targets	Current results (Baseline/results from previous assessment point)				Results at conclusion of assessment cycle
Annual increase in percentage of students meeting standard on reading and writing sections of WASL and district writing assessment Limited English, Special Education, and Low Income Students will meet AYP targets for 2009	Alderwood Middle School WASL Results				Increase in reading and writing compared to 05-06 and highest WASL writing scores ever at AMS
	<u>Writing</u>	2005-2006	2006-2007	2007-2008	
	Does Meet Standard	50%	67%	70%	
	Does Not Meet Standard	50%	33%	30%	A higher percentage of black and Hispanic students met standard than comparable statewide subgroups in reading and writing but still fall below white and Asian students at AMS
	<u>Reading 7th</u>	2005-2006	2006-2007	2007-2008	
	Does Meet Standard	61%	68%	58%	
	Does Not Meet Standard	39%	32%	42%	For Hispanic students who are not in ELL, the gap shrinks considerably in reading and disappears in writing (even when SES is factored)
	<u>Reading 8th</u>	2005-2006	2006-2007	2007-2008	
	Does Meet Standard	77%	64%	67%	
Does Not Meet Standard	23%	36%	33%	Low income students scored above comparable statewide subgroups in reading and writing but still fall below students with a higher SES at AMS. The gap is in achievement is greatest for low SES boys	
Additional evaluation criteria Reduce achievement gaps in reading and writing by 5% annually					

2008-2009 AYP Results

Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading	Math	Reading	Math	No
All	Yes	No	Yes	Yes	
American Indian	N<Require d	N<Require d	N<Require d	N<Require d	
Asian/Pacific Islander	Yes	Yes	Yes	Yes	
Black	Yes	No	Yes	Yes	
Hispanic	Yes	No	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	No	No	Yes	Yes	
Special Education	No	No	Yes	Yes	
Low Income	No	No	Yes	Yes	
Number of Yes: 23 Number of No: 10 % of Yes/Total: 69.7% Number of N<Required: 4 Number of NA: 0					

ACTION PLAN – Reading and Writing Accountability

Specific strategies involving staff & students to impact achievement – may include focus from other of the Nine Characteristics of High Performing Schools (OSPI) Include collaboration strategies/activities	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
Continue “Understanding the Content through Reading” professional development for all staff	2008-2009	Understanding the Content through Reading Advisory Group	One building days	All staff members present evidence of implementation of each instructional strategy	Improvement of WASL reading scores over time Improvement on students’ reading level between 7 th and 8 th grade as measured with the Gate MacGinitie Reading Assessment
Teachers will work in Professional Learning Teams and will utilize common assessments that measure reading and writing skills to aid in planning for instruction	2008-2009	Principal, Department Leads	Building time and professional development funding	Each team has implemented a common assessment at least once per quarter and has shared the results with the staff	Improvement of WASL writing scores over time Improvement on students’ writing level between 7 th and 8 th grade as measured with the district writing assessment
Academy comprised of four general teachers who teach language arts, math, science and social studies and two special education teachers to focus on developing students’ reading and writing skills. Double blocking English classes for Academy/Special Education students	2008-2009	Academy Teachers	Meetings once per week to discuss student performance and make program adjustments	Implementation of reading and writing strategies that improve student achievement	Each student in the Academy demonstrate more than one year of growth on the reading levels assessment Improvement of WASL reading and writing scores for Academy students from prior year
Begin implementing strategies from Collaborative Literacy Project including Readers’ and Writers’ workshop in Academy and with other interested teachers	2008-2009	Academy Teachers, Sarah Schumacher	Preparation time, release time for elementary observations	Readers’ or Writers’ workshop implemented in Academy classes	Increased numbers of students passing WASL, and successfully transitioning into high school
Student Learning Plans (SLP’s) for all students not meeting standard on WASL reading or writing	2008-2009	Assistant Principal	Advisory Time	SLP for every student	Increase in the number of students passing WASL and improved performance in classes

ACTION PLAN – Reading and Writing Accountability cont.

Specific strategies involving staff & students to impact achievement – may include focus from other of the Nine Characteristics of High Performing Schools (OSPI). Include collaboration strategies/activities.	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
Read 180 program for Special Education and ELL Students	2008-2009	Special Education and ELL Teachers	Read 180 program including: Student computers and software books, tapes, journals	Special Education teachers trained Read 180 program implemented in selected classes	Student scores in Read 180 program improve Improvement of WASL reading scores over time Improvement on students' reading level between 7 th and 8 th grade as measured with the Gate MacGinitie Reading Assessment Meet AYP Reading Target for SPED and ELL
Implement one additional literacy class (2 in 07-08 to 3 in 08-09) to be taken <i>in addition</i> to English for students, including SPED, who scored below standard on WASL the previous year	2008-2009	Teacher, Counselor, Principal	.2 FTE	Curriculum for class created staff implemented	Improvement in WASL writing scores, especially for boys, as well as a reduction in the achievement gap between boys and girls in writing
Use Lexile Framework for Reading with ELL students	2008-2009	ELL Teachers	Lexiles site license	Lexiles utilized in ELL classes.	Student Lexile scores improve. Improvement of WASL reading scores over time Meet AYP Reading Target for SPED and ELL students
Small group instruction for Special Education students reading significantly below grade level in the area of reading (in place of an elective).	2008-2009	SPED teachers and paraeducator	ELOP funds	Students successfully complete a year of program	Improvement on students' reading level between 7 th and 8 th grade as measured with the STAR Reading Assessment
ELL teacher partners with Science and Social Studies teacher using SIOP model to provide sheltered instruction for beginning ELL students.	2008-2009	ELL Teacher	.2 ELL Science .2 ELL Social Studies	Students successfully complete a year of program	Improvement on students' reading level between 7 th and 8 th grade as measured with the WASL. Meet AYP Reading Target for ELL students

ACTION PLAN – Writing Accountability (Part 2)

Specific strategies involving parents and community to impact achievement.	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.					
Work with parent group and Instructional Council to share information about new initiatives relating to reading and writing, offer strategies for parents to use at home to support students.	2008-2009	Principal Teacher Leads	Parent Group Web page, Monthly Newsletter	Information presented to parents through parent group meetings on posted on web page	Parents report increase in useful information available
Specific strategies integrating technology into instruction	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
Read 180 class	2008-2009 school year	Special Education Teachers	Read 180 program including: Student computers and server with software books, tapes, journals	Read 180 used throughout the year in Freshman Academy and Learning Support classrooms Data on Read 180 server	Student scores in Read 180 program Improvement of WASL reading scores over time
Develop lessons/ strategies that utilize technology (such as document cams, projectors and computer labs) for teacher and peer review, and student editing in the classroom to improve writing. Align strategies with curriculum	Winter-Spring	Building Technology Coach Building Technology Team	Document cams, projectors, classroom computers Staff development	All teachers report ability to use new technology in the classroom Lessons incorporating new technology	Improvement in student reading and writing as measured by classroom assignments, assessment, and standardized test results

CHARACTERISTIC 2 (REQUIRED)

High expectations for all students – Includes educational equity component, accountability, and AYP goals

District Improvement Plan Mathematics Goals: All students will demonstrate progress toward proficiency in mathematics at or above grade level standard. *All students will demonstrate basic math concepts and procedures; all students will solve problems that arise in various contexts and communicate their thinking.*

GOAL STATEMENT – Math Accountability

65% of students will perform at grade level in 7th and 8th grade math as measured by the WASL by the end of the 2008-2009 school year. **Continuing Goal from Last Year X**

Indicators: Data sources (quantitative, qualitative) and targets	Current results (Baseline/results from previous assessment point) ↔	Results at conclusion of assessment cycle																		
<p>5% annual increase in percentage of students meeting standard on Math WASL</p> <p>Limited English, Special Education and Low Income students will meet AYP targets in 2009.</p>	<p>WASL Math Results (7th Grade)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Math</u></th> <th style="text-align: center;">2005-2006</th> <th style="text-align: center;">2006-2007</th> </tr> </thead> <tbody> <tr> <td>Does Meet Standard</td> <td style="text-align: center;">54.8%</td> <td style="text-align: center;">53.5%</td> </tr> <tr> <td>Does Not Meet Standard</td> <td style="text-align: center;">45.2%</td> <td style="text-align: center;">46.5%</td> </tr> </tbody> </table> <p>WASL Math Results (8th Grade)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Math</u></th> <th style="text-align: center;">2005-2006</th> <th style="text-align: center;">2006-2007</th> </tr> </thead> <tbody> <tr> <td>Does Meet Standard</td> <td style="text-align: center;">55.3%</td> <td style="text-align: center;">54.4%</td> </tr> <tr> <td>Does Not Meet Standard</td> <td style="text-align: center;">44.7%%</td> <td style="text-align: center;">45.6%</td> </tr> </tbody> </table>	<u>Math</u>	2005-2006	2006-2007	Does Meet Standard	54.8%	53.5%	Does Not Meet Standard	45.2%	46.5%	<u>Math</u>	2005-2006	2006-2007	Does Meet Standard	55.3%	54.4%	Does Not Meet Standard	44.7%%	45.6%	<p>Black students scored similarly to a comparable statewide subgroup average in math, and Hispanic students scored significantly higher than the statewide and district subgroup average in math, but both still fall below white and Asian students at AMS</p> <p>For Hispanic students who are not in ELL, the gap shrinks considerably.</p> <p>Low income students scored above comparable statewide subgroups in math still fall below students with higher SES at AMS</p>
<u>Math</u>	2005-2006	2006-2007																		
Does Meet Standard	54.8%	53.5%																		
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<p>Additional evaluation criteria</p> <p>Classroom Based Assessment</p>																				

WASL Math by subgroups 2006-2007 (7th and 8th Grade)

Met Standard			
All students	53%		
SES			
Free and Reduced Lunch	31%		
Not Free/Reduced Lunch	63%		
Ethnicity		Free and Reduced	Not Free and Reduced
Asian	63%	51%	68%
Black	25%	16%	43%
Hispanic	37%	43%	65%
White	54%	38%	63%
Ethnicity (minus ELL)		Free and Reduced	Not Free and Reduced
Asian	73%	65%	77%
Black	28%	17%	45%
Hispanic	53%	43%	73%
White	56%	38%	63%
Gender		Free and Reduced	Not Free and Reduced
Female	50%	36%	60%
Male	55%	33%	66%

2008-2009 AYP Results

Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
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All	Yes	No	Yes	Yes	
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Asian/Pacific Islander	Yes	Yes	Yes	Yes	
Black	Yes	No	Yes	Yes	
Hispanic	Yes	No	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	No	No	Yes	Yes	
Special Education	No	No	Yes	Yes	
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Number of Yes:	23 Number of No: 10 % of Yes/Total: 69.7%		Number of N<Required: 4 Number of NA: 0		

ACTION PLAN – Math Accountability

Specific strategies involving staff & students to impact achievement – may include focus from other of the Nine Characteristics of High Performing Schools (OSPI). Include collaboration strategies/activities.	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
Math teachers work in grade level Professional Learning Teams to map and align curriculum with standards, plan for instruction so that all students have access to essential skills and knowledge	2008-2009	Math Teams	Dept meetings, planning periods, building time	Curriculum maps completed Curriculum maps indicate that all students had access to essential skills and knowledge	Improvement of WASL math scores over time Decrease in the percentage of students not meeting standard in reading between 5 th and 7 th grades over time
Summer math camp for incoming 7 th graders not meeting standard on WASL to reinforce basic math skills such as decimals, fractions, and percentages	Summer 2008	Math Teacher	Alternatives to Suspension Funds	Student attendance at math camp	Improvement of WASL math scores over time Improved passing rate in 7 th grade math classes
Offer an additional section of Honors 7 th grade math that will allow students to transition into Advanced Math in the 8 th grade	2008-2009	Math Lead Math Teachers Principal	Preparation time	Increased advanced math options for 7 th grade students	Increased numbers of students passing WASL math, and successfully transitioning into high school math
Communicate the problem solving method “understand, plan, act and check” (UPAC) to students and teach this method as a communication strategy	2008-2009	Math Lead	Department meetings	Student work, posters in classrooms	Improved performance on classroom tasks as on math WASL
Continue to use pre and post assessment data to determine students understanding of basic math concepts over time	2008-2009	Math teachers	Department meetings	Student data charts	Improved performance on school assignments and projects and greater success on standardized tests
Increase articulation with elementary and high schools to align math curriculum	2008-2009	Math Lead from AMS	Meeting time for articulation	Resource kits for use at middle and elementary schools	Improved performance in 7 th grade math Improved WASL math performance

Side-by-side math classes in 7 th grade (2 sections) and ELL (1 section), to include Hispanic students, to be taken in addition to math classes for students below standard on 6 th grad math WASL	2008-2009	Teacher, Counselor, Principal	.6 FTE, ALEKS Math Program	Curriculum for class created and implemented	Improvement in WASL math scores.
Student Learning Plans (SLP's) for all students with specific school, student, and parent strategies included for students not meeting standard on WASL	2008-2009	Assistant Principal	Advisory Time	SLP for every student	Increase in the number of students passing WASL and improved performance in classes
In class volunteer and certificated tutoring for 7 th grade math classes	2008-2009	Principal, Counselor	.2 certificated staffing, volunteer tutor	Tutors in classes regularly throughout the year	Increase in the number of students passing WASL and improved performance in classes
Sheltered math class for ELL students using SIOP model	2008-2009	Principal, ELL teacher	.2 certificated staffing		Increase in the number of students passing WASL and improved performance in classes

ACTION PLAN – Math Accountability (Part 2)

Specific strategies involving parents and community to impact achievement.	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.					
Work with Parent Group and Site Council to share information and collect feedback about new initiatives relating to math, and to offer strategies for parents to use at home to support students	2008-2009	Principal, Teacher Leads	Parent Group Web page	Information presented to parents through site council meetings, parent group meetings on posted on web page Volunteer network established	Parents report increase in useful information available Increase in the number of volunteers in the school
Family Math Night	2008-2009	Principal, Teachers	Information flyers, newsletter	Family math night completed	Parents report increase in useful information available

Specific strategies integrating technology into instruction	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
Continue to train and/or support math teachers in the use of graphing calculators, document cams, Excel spreadsheets, math software and projectors in the classroom to help students understand math concepts, organize and display data, and perform complex calculations	Winter-Spring	Math Coach/Lead Building Technology Team	New document cams, projectors, classroom computers, laptop cart or labs Staff development	All teachers report ability to use new technology in the classroom Lessons incorporating new technology	Improvement in student math performance as measured by classroom assignments, assessment, and standardized test results
Pilot ALEKS math software in ELL and SPED classes	2008-2009	ELL Teacher	ALEKS Site License	ALEKS used throughout the year in Freshman Academy and Learning Support classrooms	Improvement in student math performance as measured by classroom assignments, assessment, and standardized test results

CHARACTERISTIC 8 (REQUIRED)

Supportive learning environment – includes educational equity component

District Improvement Plan Learner Centered Environment Goals: *All students will experience a safe, caring and encouraging environment. All students will be actively engaged in learning. All students will develop a positive attitude and confidence about learning.*

GOAL STATEMENT

To increase the percentage of students who report a feeling of connectedness, who perceive themselves as being treated fairly, and who are invested in their school life as measured by the ESD Middle School Opinion Survey.

Continuing Goal from Last Year **X**

Indicators: Data sources (quantitative, qualitative) and targets	Current results (Baseline/results from previous assessment point)	Results from 2006-2008
<p>Increase in the percentage of students over time that report a feeling a sense of belonging at AMS</p>	<p>2004-2005 Student Survey Results of Note</p> <ol style="list-style-type: none"> 1. More than 50% of AMS students were referred to the office. 2. 50% of discipline actions were tardy related. 3. 60% of AMS students felt as they were rewarded for antisocial behavior. 4. 36% said they enjoyed being in school and experience a sense of safety as compared to the district and state. 5. AMS was below the state average for parent involvement. 	<ol style="list-style-type: none"> 1. Less than 10% of students referred to office. 2. Tardies reduced by 20% with reduction in disciplinary actions. 3. 40% of AMS Students felt that they were rewarded for antisocial behavior. 4. 65% of students said they enjoy being in school. 5. AMS slightly higher than state for involvement
<p>Additional evaluation criteria</p> <p>Increase in percentage of students meeting standard on WASL</p>	<ol style="list-style-type: none"> 6. 50% of students didn't feel as if staff members listen to them. 7. 47% of students believe the disruptions caused by other students get in the way of their learning. 8. 34% of students reported that they did not feel as if they fit in and belong at school. 9. 40% of students said they believed staff would listen and be fair. 10. 64% of students said they feel safe at school 	<ol style="list-style-type: none"> 6. 20% of students didn't feel as if staff members listen to them 7. 40% of students believe that disruptions caused get in the way of their learning 8. 20% of students reported that they did not feel as if they fit in and belong at school 9. 54% of students said that they believed staff would listen and be fair. 10. 84% of students said they feel safe

ACTION PLAN – Supportive Learning Environment

Specific strategies involving staff & students to impact achievement – may include focus from other of the Nine Characteristics of High Performing Schools (OSPI). Include collaboration strategies/activities.	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
Utilize WEB as a way to connect incoming 7 th graders with students at middle school	On-going	WEB Advisors	Training for 2 new WEB Advisors	All scheduled WEB activities implemented	Students report a sense of feeling of belonging at AMS
Refine Advisory program to help students learn about academic, responsible, and safe behaviors	2008-2009	Advisory Committee	Release days or time for teachers and counselors to develop and refine curriculum	Curriculum for the year refined and implemented	Reduction in disciplinary referrals Students report a sense of feeling of belonging at AMS
Partner with Edmonds Community College to create after school programs at AMS and ECC campus connections for Latino Students	2008-2009	Administrators, Counselors, ECC Rep.	After school advisors, transportation to ECC	After school programs implemented and students connect with ECC	Improved performance of Latino students at AMS
Continue transition team with administrators, counselors and teachers to support the transition from 6 th to 7 th grade and from 8 th to 9 th grade and to identify specific strategies for at-risk students transitioning from elementary and to the high school	Spring 2009	Principal, Counselors	Monthly meetings	Transition strategies identified and implemented	Students indicate that their transition from middle to high school was successful for them Reduction in percentage of students dropping out of high school
Utilize during school homework class to support at-risk students to learn about academics and responsible and safe behavior	2008-2009	Homework club teacher	Staff advisors and teacher (.2 FTE)	Students enrolled in class	Improvements in students' academic performance – reduction in number of classes failed
Maintain or increase the number of after school clubs available to students	2008-2009	Counselor/Club Coordinator	Club coordinator stipend, club advisor stipends	At least as many clubs offered in 2007-2008 as were offered in 2006-2007	Students report a sense of feeling of belonging at AMS
Implement Safe and Civil School classroom intervention protocols	2008-2009	Principal, Counselors, Behavior Specialist	Safe and Civil Schools Resource Training	Referral and meeting protocols implemented	Reduction in disciplinary incidents, increase in attendance and academic success at AMS

Continue to utilize Student Assistance Team to identify and develop interventions for at-risk students	2008-2009	Principal, Counselors, Behavior Specialist, School Nurse	Twice monthly meetings	Team formed and met regularly throughout the year	Reduction in disciplinary incidents, increase in attendance and academic success at AMS
Continue "Student of the Month," "Living the Creed," and "Honor Garden" recognition	2008-2009	Counselors, Staff		Recognition events implemented throughout the year	Students report a sense of feeling of belonging at AMS
Continue to staff a part-time dean of students position	2008-2009	Principal	.4 FTE		Improved responsiveness to disciplinary referrals
Implement Silent Mentor Program where an adult on campus is partnered with students who are at-risk socially, emotionally or academically.	2008-2009	Staff members	none	All students identified as at-risk have a silent mentor	Improved student attendance and achievement
Utilize Family Resource Advocate to connect with families and to connect families to community resources	2008-2009	Family Resource Advocate	.5 FTE	Families connected to needed community resources	Improved student attendance and achievement

ACTION PLAN – Supportive Learning Environment (Part 2)

Specific strategies involving parents and community to impact achievement	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.					
Increase parent involvement through regular two-way communication, parent participation in AMS Site Management Team, use of parent volunteers and implementing Family Friendly Schools activities	2008-2009	Principal, Counselors	Parent Newsletter, Parent nights	Increase in parental involvement	Parents report increase in satisfaction and involvement in school as measured by parent surveys
Implement Natural Leaders Program at AMS	2008-2009	Kelly Land		Multiple parents partnered with AMS	Increase in non-English speaking family involvement and connection to AMS
Offer monthly information nights for parents on topics such as parenting, grief and loss, drug and alcohol abuse prevention	2008-2009	Administrators, Counselors	Paid time for counselors	Parent information nights completed	Parents and students indicate a better understanding of support services provided by AMS

Specific strategies integrating technology into instruction	Timeline	Persons Responsible	Resources to be used	Evidence of Implementation at Conclusion of SIP Year	Evidence of Impact (may include results at conclusion of assessment cycle, or other evidence)
Utilize technology (Website, email lists) to improve communication home to families	2008-2009	Principal, Technology Assistant		Increase in communication home to families	Families report an improvement in lines of communication
Continue "Bridges to Understanding" program. Students use technology to communicate and create in-depth, long-term relationship with school communities throughout the world	2008-2009	Assistant Principal	Classroom tech. stations, staff development	Partnerships established between classes at AMS and other countries	Students demonstrate a knowledge and understanding about the diverse experiences of others