

# **SCHOOL IMPROVEMENT PLAN**

*School District 11*

*2009 - 2010*



**SCHOOL: CORONADO HIGH SCHOOL**



SCHOOL IMPROVEMENT PLAN  
2009 - 2010

**School: Coronado High School**

***PLAN/DO/STUDY/ACT (PDSA) Teaching/Learning Action Plan***

Check appropriate box below to indicate *PDSA* update.

Quarter/Semesters One and Two \_\_\_\_\_

Check appropriate box below to indicate Quarterly Content Goal. Write a SMART Goal for each area.

Reading

Remember, the *PDSA* improvement cycle needs to be based on the review of the data.

## **Annual Goal:**

All teachers will teach (use, employ, apply) specific high yield reading strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.



**SCHOOL IMPROVEMENT PLAN  
2009 - 2010**

**PLAN: READING**

The PDSA improvement cycle needs to be based on review of data.

[Learning Standards](#)

Determine the learning standard(s) and/or essential skill(s) that need(s) improvement which address the target group(s) and/or learning gap(s).

Determine performance assessment measures.

[Essential Skills](#)

**Using this information write your Quarterly SMART Goal.**

- How will you measure student performance data? [Assessment Measurements](#) Fall, Winter, Spring MAP Assessment.
- How will you measure teacher implementation data? [Implementation Data](#) Staff Survey, To be determined.

<b>READING GOAL:</b>	<b>All teachers will teach (use, employ, apply) specific high yield reading strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable &amp; Improved" category of Thirds Movement.</b>			
	<b>Qt. One Focus</b>	<b>Qt. Two Focus</b>	<b>Qt. Three Focus</b>	<b>Qt. Four Focus</b>
	Department PLCs will select 30 academic words per grade level to concentrate on.	During Reading: Work on recognizing and understanding text structure and summarizing content.	After Reading: Apply higher level thinking skills ascending Bloom's hierarchy of thinking for text comprehension.	After Reading: Apply higher level thinking skills ascending Bloom's hierarchy of thinking for text comprehension.
	Before Reading: Implement Marzano's Six-Step Process for teaching Academic Vocabulary.		Using Cues and questions to focus important information, ask inferential and analytical questions (See Marzano).	Using Cues and questions to focus important information, ask inferential and analytical questions (See Marzano).
<b>Throughout the year All Departments will:</b> Focus on academic vocabulary and making content area text structure comprehensible.				
<b>Tier 2 and 3 Reading teachers will:</b>	Progress Monitor w/ Reading MAZE	Progress Monitor w/ Reading MAZE	Progress Monitor w/ Reading MAZE	Progress Monitor w/ Reading MAZE
<b>Performance Data:</b>	Fall MAP Assessment	Winter MAP Assessment	Spring MAP Assessment	
<b>Implementation Data:</b>	Staff Survey	To be determined	To be determined	To be determined



**SCHOOL IMPROVEMENT PLAN  
2009 - 2010**

**DO: READING**

**From the PLAN:** Use the identified learning standard(s) and/or essential skill(s) that need improvement.

Select 2 best practices/strategies that support the Content Goal.

Remember to collect teacher implementation data on these best practices/strategies.

[Best Practices/Strategies](#)

[Interventions/Acceleration](#)

Type here.

**READING GOAL:**

**All teachers will teach (use, employ, apply) specific high yield reading strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.**

	Qt. One Focus	Qt. Two Focus	Qt. Three Focus	Qt. Four Focus
	Department PLCs will select 30 academic words per grade level to concentrate on.	During Reading: Work on recognizing and understanding text structure and summarizing content.	After Reading: Apply higher level thinking skills ascending Bloom's hierarchy of thinking for text comprehension.	After Reading: Apply higher level thinking skills ascending Bloom's hierarchy of thinking for text comprehension.
	Before Reading: Implement Marzano's Six-Step Process for teaching Academic Vocabulary.		Using Cues and questions to focus important information, ask inferential and analytical questions (See Marzano).	Using Cues and questions to focus important information, ask inferential and analytical questions (See Marzano).

**Throughout the year All Departments will:** Focus on academic vocabulary and making content area text structure comprehensible.

<b>Tier 2 and 3 Reading teachers will:</b>	Progress Monitor w/ Reading MAZE	Progress Monitor w/ Reading MAZE	Progress Monitor w/ Reading MAZE	Progress Monitor w/ Reading MAZE
<b>Performance Data:</b>	Fall MAP Assessment	Winter MAP Assessment	Spring MAP Assessment	
<b>Implementation Data:</b>	Staff Survey	To be determined	To be determined	To be determined

**Quarter One Implementation:** To be filled in after Quarter One.

**Quarter Two Implementation:** To be filled in after Quarter Two.

**Quarter Three Implementation:** To be filled in after Quarter Three.

**Quarter Four Implementation:** To be filled in after Quarter Four.



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Check appropriate box below to indicate *PDSA* update.

Quarter/Semesters One and Two

Check appropriate box below to indicate Quarterly Content Goal. Write a SMART Goal for each area.

Writing

Remember, the *PDSA* improvement cycle needs to be based on the review of the data.

## **Annual Goal:**

All teachers will teach (use, employ, apply) specific high yield writing strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.



SCHOOL IMPROVEMENT PLAN  
2009 - 2010

**PLAN: WRITING**

The PDSA improvement cycle needs to be based on review of data.

[Learning Standards](#)

Determine the learning standard(s) and/or essential skill(s) that need(s) improvement which address the target group(s) and/or learning gap(s).

Determine performance assessment measures.

[Essential Skills](#)

**Using this information write your Quarterly SMART Goal.**

- How will you measure student performance data? [Assessment Measurements](#) Fall, Winter, Spring MAP Assessments and Quarterly / Semester Grade Reports
- How will you measure teacher implementation data? [Implementation Data](#) Science Common Writing Assessment, English Common Writing Assessment, Social studies Common Writing Assessment, Staff Survey for usage

<b>WRITING GOAL:</b>	All teachers will teach (use, employ, apply) specific high yield writing strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.			
	<b>Qt. One Focus</b>	<b>Qt. Two Focus</b>	<b>Qt. Three Focus</b>	<b>Qt. Four Focus</b>
	(Weeks 1-5) Teach a well-organized paragraph, technical report or summary, and be able to provide exemplar papers.	Teach an extended writing essay or technical report of five paragraphs or more and provide a CSAP, department or 6-trait rubric.	Implement a short constructed response through Cornell Note Summary.	Implement a short constructed response through Cornell Note Summary.
	Teach a short constructed response through Cornell Note Summary.	Implement a short constructed response through Cornell Note Summary.	Continue extended writing activities.	
<b>Throughout the year All Departments will:</b>	Implement a short constructed response on a weekly basis.			
<b>Tier 2 and 3 English teachers will:</b>	Progress Monitor W/ Written Expression CBMs	Progress Monitor W/ Written Expression CBMs	Progress Monitor W/ Written Expression CBMs	Progress Monitor W/ Written Expression CBMs
<b>Performance Data:</b>	Fall, Winter, Spring MAP Assessments and Quarterly / Semester Grade Reports			
<b>Implementation Data:</b>	Science Common Writing Assessment	English Common Writing Assessment	Social studies Common Writing Assessment	Staff Survey for usage



**SCHOOL IMPROVEMENT PLAN  
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**DO: WRITING**

**From the PLAN:** Use the identified learning standard(s) and/or essential skill(s) that need improvement.

Select 2 best practices/strategies that support the Content Goal.

*Remember to collect teacher implementation data on these best practices/strategies.*

[Best Practices/Strategies](#)

[Interventions/Acceleration](#)

**WRITING GOAL:**

**All teachers will teach (use, employ, apply) specific high yield writing strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.**

	<b>Qt. One Focus</b>	<b>Qt. Two Focus</b>	<b>Qt. Three Focus</b>	<b>Qt. Four Focus</b>
	(Weeks 1-5) Teach a well-organized paragraph, technical report or summary, and be able to provide exemplar papers.	Teach an extended writing essay or technical report of five paragraphs or more and provide a CSAP, department or 6-trait rubric.	Implement a short constructed response through Cornell Note Summary.	Implement a short constructed response through Cornell Note Summary.
	Teach a short constructed response through Cornell Note Summary.	Implement a short constructed response through Cornell Note Summary.	Continue extended writing activities.	

**Throughout the year All Departments will:**

Implement a short constructed response on a weekly basis.

<b>Tier 2 and 3 English teachers will:</b>	Progress Monitor W/ Written Expression CBMs	Progress Monitor W/ Written Expression CBMs	Progress Monitor W/ Written Expression CBMs	Progress Monitor W/ Written Expression CBMs
<b>Performance Data:</b>	Fall, Winter, Spring MAP Assessments and Quarterly / Semester Grade Reports			
<b>Implementation Data:</b>	Science Common Writing Assessment	English Common Writing Assessment	Social studies Common Writing Assessment	Staff Survey for usage

**Quarter One Implementation:** To be filled in after Quarter One.

**Quarter Two Implementation:** To be filled in after Quarter Two.

**Quarter Three Implementation:** To be filled in after Quarter Three.

**Quarter Four Implementation:** To be filled in after Quarter Four.



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Check appropriate box below to indicate *PDSA* update.

Quarter/Semesters One and Two \_\_\_\_\_

Check appropriate box below to indicate Quarterly Content Goal. Write a SMART Goal for each area.

Mathematics

Remember, the *PDSA* improvement cycle needs to be based on the review of the data.

## Annual Goal:

Math teachers will teach (use, employ, apply) specific high yield math strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.



## SCHOOL IMPROVEMENT PLAN 2009 - 2010

### PLAN: MATH

The PDSA improvement cycle needs to be based on review of data.

[Learning Standards](#)

Determine the learning standard(s) and/or essential skill(s) that need(s) improvement which address the target group(s) and/or learning gap(s).

Determine performance assessment measures.

[Essential Skills](#)

**Using this information write your Quarterly SMART Goal.**

- How will you measure student performance data? [Assessment Measurements](#) Fall, Winter, Spring MAP Assessments and Quarterly / Semester Grade Reports
- How will you measure teacher implementation data? [Implementation Data](#) To be determined.

### MATH GOAL:

**Math teachers will teach (use, employ, apply) specific high yield math strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.**

	Qt. One Focus	Qt. Two Focus	Qt. Three Focus	Qt. Four Focus
	Math Consultant Arlene Mitchell will model strategies, and observe and coach math teachers.	Arlene Mitchell will coach teachers and analyze MAP data.	Teachers will continue to analyze data and implement strategies.	Teachers will continue to analyze data and implement strategies.
<b>Throughout the year Math Department will:</b>	<ul style="list-style-type: none"> <li>• Incorporate recommended instructional strategies</li> <li>• Re teach difficult concepts</li> <li>• Continue sustained use of Cornell Notes</li> <li>• Utilize the WILT (What I Learned Today) strategy</li> <li>• Continue technology integration</li> </ul>		<ul style="list-style-type: none"> <li>• Align remediation with Alg/Geo 1/2</li> <li>• Celebrate successes</li> <li>• Maintain PLC collaboration</li> <li>• Continue grade review and modification</li> </ul>	
<b>Tier 2 and 3 Math teachers will:</b>	Progress Monitor W/ Math CBMs	Progress Monitor W/ Math CBMs	Progress Monitor W/ Math CBMs	Progress Monitor W/ Math CBMs
<b>Performance Data:</b>	Fall, Winter, Spring MAP Assessments and Quarterly / Semester Grade Reports			
<b>Implementation Data:</b>	To be determined	To be determined	To be determined	To be determined



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**DO: MATH**

**From the PLAN:** Use the identified learning standard(s) and/or essential skill(s) that need improvement.

Select 2 best practices/strategies that support the Content Goal.

*Remember to collect teacher implementation data on these best practices/strategies.*

[Best Practices/Strategies](#)

[Interventions/Acceleration](#)

Type here.

**MATH GOAL:**

**Math teachers will teach (use, employ, apply) specific high yield math strategies that will ensure that Coronado students demonstrate a minimum of 10% growth from 2009 to 2010 in the "Stable & Improved" category of Thirds Movement.**

	Qt. One Focus	Qt. Two Focus	Qt. Three Focus	Qt. Four Focus
	Math Consultant Arlene Mitchell will model strategies, and observe and coach math teachers.	Arlene Mitchell will coach teachers and analyze MAP data.	Teachers will continue to analyze data and implement strategies.	Teachers will continue to analyze data and implement strategies.
<b>Throughout the year Math Department will:</b>	<ul style="list-style-type: none"> <li>Incorporate recommended instructional strategies</li> <li>Re teach difficult concepts</li> <li>Continue sustained use of Cornell Notes</li> <li>Utilize the WILT (What I Learned Today) strategy</li> <li>Continue technology integration</li> </ul>		<ul style="list-style-type: none"> <li>Align remediation with Alg/Geo 1/2</li> <li>Celebrate successes</li> <li>Maintain PLC collaboration</li> <li>Continue grade review and modification</li> </ul>	
<b>Tier 2 and 3 Math teachers will:</b>	Progress Monitor W/ Math CBMs	Progress Monitor W/ Math CBMs	Progress Monitor W/ Math CBMs	Progress Monitor W/ Math CBMs
<b>Performance Data:</b>	Fall, Winter, Spring MAP Assessments and Quarterly / Semester Grade Reports			
<b>Implementation Data:</b>	To be determined	To be determined	To be determined	To be determined

**Quarter One Implementation:** To be filled in after Quarter One.

**Quarter Two Implementation:** To be filled in after Quarter Two.

**Quarter Three Implementation:** To be filled in after Quarter Three.

**Quarter Four Implementation:** To be filled in after Quarter Four.



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Check appropriate box below to indicate *PDSA* update.

Quarter/Semesters One and Two

Check appropriate box below to indicate Quarterly Content Goal. Write a SMART Goal for each area.

Graduation Rate (HS Only)

Remember, the **PDSA** improvement cycle needs to be based on the review of the data.

## Annual Goal:

Coronado High School will maintain a graduation rate of 80% or better.



SCHOOL IMPROVEMENT PLAN  
2009 - 2010

**PLAN: GRADUATION RATE**

The PDSA improvement cycle needs to be based on review of data.

[Learning Standards](#)

Determine the learning standard(s) and/or essential skill(s) that need(s) improvement which address the target group(s) and/or learning gap(s).

Determine performance assessment measures.

[Essential Skills](#)

**Using this information write your Quarterly SMART Goal.**

- How will you measure student performance data? [Assessment Measurements](#) Fall, Winter, Spring MAP Assessment.
- How will you measure teacher implementation data? [Implementation Data](#) Staff Survey, To be determined.

<b>GRADUATION GOAL:</b>	<b>Coronado High School will maintain a graduation rate of 80% or better.</b>			
	<b>Qt. One Focus</b>	<b>Qt. Two Focus</b>	<b>Qt. Three Focus</b>	<b>Qt. Four Focus</b>
	Whole staff will look specifically at the use of "zeros" in the grading system.	Early adopters on staff will implement an alternative to the use of "zeros" in the grading system.	Additional adopters on staff will implement an alternative to the use of "zeros" in the grading system.	Additional adopters on staff will implement an alternative to the use of "zeros" in the grading system.
	An "Early Identification" system will be devised for credit deficiencies so that students can be placed into Digital School.			
<b>Throughout the year All Departments will:</b>	Focus on implementing grading strategies learned from the "Grading for Learning" workshop.			
	Progress Monitor	Progress Monitor	Progress Monitor	Progress Monitor
<b>Performance Data:</b>	Attrition Rates due to dropouts for the 2009/2010 School Year / Graduation Rate 2010			
<b>Implementation Data:</b>	Teacher Grade Books	Teacher Grade Books	Teacher Grade Books	Teacher Grade Books



**SCHOOL IMPROVEMENT PLAN  
2009 - 2010**

**DO: GRADUATION RATE**

**From the PLAN:** Use the identified learning standard(s) and/or essential skill(s) that need improvement.

Select 2 best practices/strategies that support the Content Goal.

Remember to collect teacher implementation data on these best practices/strategies.

[Best Practices/Strategies](#)

[Interventions/Acceleration](#)

Type here.

**GRADUATION GOAL:**

**Coronado High School will maintain a graduation rate of 80% or better.**

	<b>Qt. One Focus</b> Whole staff will look specifically at the use of "zeros" in the grading system.	<b>Qt. Two Focus</b> Early adopters on staff will implement an alternative to the use of "zeros" in the grading system.	<b>Qt. Three Focus</b> Additional adopters on staff will implement an alternative to the use of "zeros" in the grading system.	<b>Qt. Four Focus</b> Additional adopters on staff will implement an alternative to the use of "zeros" in the grading system.
	An "Early Identification" system will be devised for credit deficiencies so that students can be placed into Digital School.			

**Throughout the year  
All Departments will:**

Focus on implementing grading strategies learned from the "Grading for Learning" workshop.

	Progress Monitor	Progress Monitor	Progress Monitor	Progress Monitor
<b>Performance Data:</b>	Attrition Rates due to dropouts for the 2009/2010 School Year / Graduation Rate 2010			
<b>Implementation Data:</b>	Teacher Grade Books	Teacher Grade Books	Teacher Grade Books	Teacher Grade Books

**Quarter One Implementation:** To be filled in after Quarter One.

**Quarter Two Implementation:** To be filled in after Quarter Two.

**Quarter Three Implementation:** To be filled in after Quarter Three.

**Quarter Four Implementation:** To be filled in after Quarter Four.



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*PLAN/DO/STUDY/ACT (PDSA) Teaching/Learning Action Plan*

Check appropriate box below to indicate *PDSA* update.

Quarter/Semesters one and two

Check appropriate box below to indicate Quarterly Content Goal. Write a SMART Goal for each area.

Science

## Annual Goal:

All teachers will teach (use, employ, apply) Cornell Note taking and require all students to use Cornell Notes in order to ensure that a minimum of 60% of Coronado students score in the Proficient+Advanced Category on the Science CSAP test.



SCHOOL IMPROVEMENT PLAN  
2009 - 2010

**PLAN: SCIENCE**

The PDSA improvement cycle needs to be based on review of data.

[Learning Standards](#)

Determine the learning standard(s) and/or essential skill(s) that need(s) improvement which address the target group(s) and/or learning gap(s).

Determine performance assessment measures.

[Essential Skills](#)

**Using this information write your Quarterly SMART Goal.**

- How will you measure student performance data? [Assessment Measurements](#) CSAP Science Assessment 2010.
- How will you measure teacher implementation data? [Implementation Data](#) To be determined.

<b>SCIENCE GOAL:</b>	<b>All teachers will teach (use, employ, apply) Cornell Note taking and require all students to use Cornell Notes in order to ensure that a minimum of 60% of Coronado students score in the Proficient+Advanced Category on the Science CSAP test.</b>			
	<b>Qt. One Focus</b>	<b>Qt. Two Focus</b>	<b>Qt. Three Focus</b>	<b>Qt. Four Focus</b>
	Teach Cornell Notes.	Focus on summary writing for Cornell Notes. Check for comprehension in multiple ways.	Focus on summary writing for Cornell Notes. Check for comprehension in multiple ways.	Focus on summary writing for Cornell Notes. Check for comprehension in multiple ways.
<b>Throughout the year Science Department will:</b>	Focus on analytical reading skills, graphical analysis, and academic vocabulary.			
	Progress Monitor	Progress Monitor	Progress Monitor	Progress Monitor
<b>Performance Data:</b>	CSAP Science Assessment 2010			
<b>Implementation Data:</b>	To be determined	To be determined	To be determined	To be determined



**SCHOOL IMPROVEMENT PLAN  
2009 - 2010**

**DO: SCIENCE**

**From the PLAN:** Use the identified learning standard(s) and/or essential skill(s) that need improvement.

Select 2 best practices/strategies that support the Content Goal.

Remember to collect teacher implementation data on these best practices/strategies.

[Best Practices/Strategies](#)

[Interventions/Acceleration](#)

Type here.

**SCIENCE**  
**GOAL:**

**All teachers will teach (use, employ, apply) Cornell Note taking and require all students to use Cornell Notes in order to ensure that a minimum of 60% of Coronado students score in the Proficient+Advanced Category on the Science CSAP test.**

	Qt. One Focus	Qt. Two Focus	Qt. Three Focus	Qt. Four Focus
	Teach Cornell Notes.	Focus on summary writing for Cornell Notes. Check for comprehension in multiple ways.	Focus on summary writing for Cornell Notes. Check for comprehension in multiple ways.	Focus on summary writing for Cornell Notes. Check for comprehension in multiple ways.
<b>Throughout the year <u>Science Department</u> will:</b>	Focus on analytical reading skills, graphical analysis, and academic vocabulary.			
	Progress Monitor	Progress Monitor	Progress Monitor	Progress Monitor
<b>Performance Data:</b>	CSAP Science Assessment 2010			
<b>Implementation Data:</b>	To be determined	To be determined	To be determined	To be determined

**Quarter One Implementation:** To be filled in after Quarter One.

**Quarter Two Implementation:** To be filled in after Quarter Two.

**Quarter Three Implementation:** To be filled in after Quarter Three.

**Quarter Four Implementation:** To be filled in after Quarter Four.