

# **SCHOOL IMPROVEMENT PLAN**

*School District 11*

*2008 – 2009*



**SCHOOL: Palmer High School**



SCHOOL IMPROVEMENT PLAN  
2008 – 2009

SCHOOL:

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

Check appropriate box below to indicate *PDSA* update.

Quarter/Semester Q1 2008/09

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:

**READING**

<b>PLAN</b>	
The <i>PDSA</i> improvement cycle needs to be based on review of data.	<a href="#"><u>Learning Standards</u></a>
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.	<a href="#"><u>Essential Skills</u></a>
<b>Using this information write your Quarterly SMART Goal.</b>	
<ul style="list-style-type: none"> <li>• How will you measure student performance data?</li> <li>• How will you measure teacher implementation data?</li> </ul>	<a href="#"><u>Assessment Measurements</u></a> <a href="#"><u>Implementation Data</u></a>
<b>Type here.</b>	
<b>ESL: Reading</b>	
75% of ESL students will scores 80% or higher on the Shining Star mid-term and final reading assessment.	
<b>Foreign Language: READING</b>	
Integrate the District Reading Assessment in 2 <sup>nd</sup> year classes.	



## SCHOOL IMPROVEMENT PLAN 2008 – 2009

### English reading

- Continue to refine realigned reading curriculum we started in the 2007-2008 to deepen relevance and engagement and further refine alignment with district pacing guides. The goals are to produce a 3 percent increase in composite CSAP reading scores for ninth grade compared that cohort group's 8<sup>th</sup> grade composite reading score, a 3 percent increase in 10<sup>th</sup> grade composite reading score compared to that cohort group's 9<sup>th</sup> grade composite reading score, and a 1.0 point increase (on the 30-point ACT scale) in next year's 11<sup>th</sup> grade composite ACT English score compared to the 11<sup>th</sup> grade composite English score from spring 2008.

**9<sup>th</sup> Grade ENG** Reading: Students will score an average of 70 percent proficiency on common reading exam measuring their skills at vocabulary in context, identifying main idea and supporting details, and drawing inferences within and among texts.

**10<sup>th</sup> Grade ENG** Reading: Develop common reading assessment based on excerpts from *The Glass Castle* and *Kaffir Boy* to measure student proficiency in inferring and supporting themes and identifying main ideas and supporting details. Students will score an average of 70 percent proficiency on the reading assessment.

**11<sup>th</sup> Grade ENG** Reading: Utilize the *Tone* common reading assessment to measure student proficiency in recognizing tone and tone. Students will score an average of 70 percent proficiency on the reading assessment.

### 9<sup>th</sup> and 10<sup>th</sup> grade reading/academic literacy goal

- Design curriculum for new Integrated English classes at 9<sup>th</sup> and 10<sup>th</sup> grade to replace current Academic Literacy classes. The classes will satisfy district requirements for an English credit, so that students needing reading remediation do not have to take Academic Literacy on top of regular English class. Though the class will not be offered until the fall of 09, the outcomes we expect are a 10 percent drop in failure rates for English class among both 9<sup>th</sup> and 10<sup>th</sup> grade. We also expect to see 90 percent of students enrolled in Integrated English class to show a full achievement level of improvement on their CSAP scores.

### SpED Reading

30% of students with IEPs will be partially proficient or above on the reading portion of the CSAP.

### Social Studies Reading

The Social Studies Department will improve historical and reading achievement in US History students by utilizing a written, short constructed response (SCR) assessment, based on a CSAP-style reading prompt. This SCR will address Reading and Writing Standard 2, as well as History Standard 1.



# SCHOOL IMPROVEMENT PLAN 2008 – 2009

<b>DO</b>	
<p><b>From the PLAN:</b> Use the identified learning standard(s) and/or essential skill(s) that need improvement.</p> <p>Select <u>2 best practices/strategies</u> that support the Content Goal.</p> <p><i>Remember to collect teacher implementation data on these best practices/strategies.</i></p>	<p><a href="#"><u>Best Practices/Strategies</u></a></p> <p><a href="#"><u>Interventions/Acceleration</u></a></p>
<b>Type here.</b>	

<b>STUDY</b>	
<p><b>From the PLAN:</b> Identify the number of students proficient and/or above on the performance assessment.</p> <p>Were the best practices/strategies used and how often? (<i>Teacher implementation data</i>)</p> <p>Which best practices/strategies could be linked to improvement? (<i>Describe</i>)</p>	
<b>Type here.</b>	
<p>Conduct a plus/delta on the performance data and implementation data.</p>	<p><a href="#"><u>Plus/Delta</u></a></p>
<b>Type here.</b>	
<p>Show student performance results.</p> <p>Show best practice/strategies implementation results</p>	<p><b>Performance Data Examples</b></p> <p>· <a href="#"><u>ELEM</u></a> · <a href="#"><u>MIDDLE</u></a> · <a href="#"><u>HIGH</u></a></p> <p><a href="#"><u>Best Practices/Strategies Examples</u></a></p>
<b>Insert graphs of student performance and teacher implementation results.</b>	



**SCHOOL IMPROVEMENT PLAN  
2008 – 2009**

**ACT**

Based on the results of the **STUDY** what will you do differently for the next cycle of improvement?

- (s) Strengthen the current best practices/strategies and continue PDSA **or**
- (r) Revise/ review the current best practices/strategies and continue PDSA **or**
- (ns) Select new best practices/strategies and continue PDSA **or**

<u>Action Questions</u> What will we do?	<u>Indicate which action:</u> (s) strengthen (r) revise/review (ns) new strategies	<u>Person(s) responsible</u> (BLT/Goal Team, Department, Grade Level, Classroom, Support staff)	<u>Resource/Budget</u> (materials, grants, funds, other resources to support best practices/strategies)	<u>Professional Development</u> (program support and support of best practices/ strategies)	<u>Parent Involvement</u> (activities, timeline, tied to standards)

**REPEAT THE PROCESS FOR EACH CONTENT GOAL.**



SCHOOL IMPROVEMENT PLAN  
2008 – 2009

SCHOOL: \_\_\_\_\_

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

Check appropriate box below to indicate PDSA update.

Quarter/Semester \_\_\_\_\_

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:

**Writing**

**PLAN**

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?
- How will you measure teacher implementation data?

[Assessment Measurements](#)

[Implementation Data](#)

Type here.

**ESL: Writing**

40% of all ESL students will increase by at least one performance level in writing from 2008 to 2009 CELA.

**Foreign Language: WRITING.**

Purposefully teach writing strategies aligned to modified 6-Trait Writing evaluation rubric.

**Science: Writing**

All students will complete a written analysis of a graph twice per quarter to emphasize critical thinking and technical writing.



## SCHOOL IMPROVEMENT PLAN 2008 – 2009

### **SpED: Writing**

30% of students with IEPs will be partially proficient or above on the writing portion of the CSAP.

### **English writing and grammar**

- Continue to refine realigned writing and grammar strands we started in the 2007-2008 to deepen relevance and engagement and further refine alignment with district pacing guides. The goals are to produce a 3 percent increase in composite CSAP writing scores for ninth grade compared that cohort group's 8<sup>th</sup> grade composite writing score, and a 3 percent increase in 10<sup>th</sup> grade composite score compared to that cohort group's 9<sup>th</sup> grade composite writing score. For 11<sup>th</sup> grade, the goal is to see an 40 percent increase in ACT-style essay scores when comparing third quarter performance to first quarter performance.

#### **9<sup>th</sup> Grade ENG:**

Writing: Students will show an average of 70 percent proficiency on the personal narrative essay.

Grammar: Create common lessons and assessments for the following grammar components: basic sentence structure, dialogue capitalization and punctuation, subject/verb agreement, commas, capitalization. Students will score an average of 70 percent proficiency on the quarter 1 common grammar assessment.

#### **10<sup>th</sup> Grade ENG:**

Writing: Students will show an average of 70 percent proficiency on the life-lesson essay.

Grammar: Create common lessons (emphasizing sentence combining and construction) and assessments for the following grammar components: fixing fragments and run-ons and writing/punctuating compound and complex sentences. Students will score an average of 70 percent proficiency on the quarter 1 common grammar assessment.

#### **11<sup>th</sup> Grade ENG:**

Writing: Students will show an average of 70 percent proficiency on the tone writing assessment.

Grammar: Utilize the common lessons and assessment already created, student will learn to utilize more complex transitions. Students will score an average of 70 percent proficiency on the quarter 1 common grammar assessment.

### **Art Writing**

**Level Two Classes will write** extended critiques on the following topics: their own work; peers' work; and important, historical work.



## SCHOOL IMPROVEMENT PLAN 2008 – 2009

<b>DO</b>
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<a href="#"><u>Best Practices/Strategies</u></a> <a href="#"><u>Interventions/Acceleration</u></a>
<b>Type here.</b>

<b>STUDY</b>
<b>From the PLAN:</b> Identify the number of students proficient and/or above on the performance assessment. Were the best practices/strategies used and how often? ( <i>Teacher implementation data</i> ) Which best practices/strategies could be linked to improvement? ( <i>Describe</i> )
<b>Type here.</b>
Conduct a plus/delta on the performance data and implementation data.
<a href="#"><u>Plus/Delta</u></a>
<b>Type here.</b>
Show student performance results.
<b>Performance Data Examples</b> · <a href="#"><u>ELEM</u></a> · <a href="#"><u>MIDDLE</u></a> · <a href="#"><u>HIGH</u></a>
Show best practice/strategies implementation results
<a href="#"><u>Best Practices/Strategies Examples</u></a>
<b>Insert graphs of student performance and teacher implementation results.</b>



## SCHOOL IMPROVEMENT PLAN 2008 – 2009

<b>ACT</b>
Based on the results of the <b>STUDY</b> what will you do differently for the next cycle of improvement?
<p><b>(s)</b> Strengthen the current best practices/strategies and continue PDSA <b>or</b></p> <p><b>(r)</b> Revise/ review the current best practices/strategies and continue PDSA <b>or</b></p> <p><b>(ns)</b> Select new best practices/strategies and continue PDSA <b>or</b></p>

<u>Action Questions</u>	<u>Indicate which action:</u>	<u>Person(s) responsible</u>	<u>Resource/Budget</u>	<u>Professional Development</u>	<u>Parent Involvement</u>
What will we do?	<p><b>(s)</b> strengthen</p> <p><b>(r)</b> revise/review</p> <p><b>(ns)</b> new strategies</p>	<p><b>(BLT/Goal Team, Department, Grade Level, Classroom, Support staff)</b></p>	<p><b>(materials, grants, funds, other resources to support best practices/strategies)</b></p>	<p><b>(program support and support of best practices/ strategies)</b></p>	<p><b>(activities, timeline, tied to standards)</b></p>

**REPEAT THE PROCESS FOR EACH CONTENT GOAL.**



SCHOOL IMPROVEMENT PLAN  
2008 – 2009

SCHOOL: \_\_\_\_\_

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

Check appropriate box below to indicate PDSA update.

Quarter/Semester \_\_\_\_\_

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**

**PLAN**

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?
- How will you measure teacher implementation data?

[Assessment Measurements](#)

[Implementation Data](#)

Type here.

Math Dept:

SpED Dept: Math

30% of students with IEPs will be partially proficient or above on the math portion of the CSAP.

**Math Dept**

- Grade 9**
1. Relative to 2008 ninth grade math CSAP results, the Year 09 Team will reduce the rate of unsatisfactory performance on the 2009 ninth grade Math CSAP by at least 10% for each subgroup population.
  2. Relative to 2008 eighth grade math CSAP results, the Year 09 Team will increase this cohort score by at least 3 %.
  3. Relative to the 2008 ninth grade math CSAP results the Year 09 Team will increase the percent of advanced and proficient students on the 2009 ninth grade Math CSAP by at least 5 percentage points.



## SCHOOL IMPROVEMENT PLAN 2008 – 2009

- |                 |   |
|-----------------|---|
| <b>Grade 10</b> | <ol style="list-style-type: none"><li>1. Relative to 2008 tenth grade math CSAP results, the Year 10 Team will reduce the rate of unsatisfactory performance on the 2009 tenth grade Math CSAP by at least 10% for each subgroup population.</li><li>2. Relative to 2008 ninth grade math CSAP results, the Year 10 Team will increase this cohort score by at least 3 %.</li><li>3. Relative to the 2008 tenth grade math CSAP results the Year 10 Team will increase the percent of advanced and proficient students on the 2009 tenth grade Math CSAP by at least 5 percentage points.</li></ol> |
| Grade 11        | <ol style="list-style-type: none"><li>1. Palmer Math ACT scores for 2009 will increase 5% within the 20-23 and 3% 24-27 ACT Score Ranges.</li><li>2. <b>Palmer overall ACT Mathematics composite for students enrolled in Integrated 5,6 will reach a mathematics composite of 20.5.</b></li></ol>  |



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<b>STUDY</b>
<b>From the PLAN:</b> Identify the number of students proficient and/or above on the performance assessment. Were the best practices/strategies used and how often? ( <i>Teacher implementation data</i> ) Which best practices/strategies could be linked to improvement? ( <i>Describe</i> )
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**SCHOOL IMPROVEMENT PLAN  
2008 – 2009**

<b>ACT</b>
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<u>Action Questions</u>	<u>Indicate which action:</u>	<u>Person(s) responsible</u>	<u>Resource/Budget</u>	<u>Professional Development</u>	<u>Parent Involvement</u>
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**REPEAT THE PROCESS FOR EACH CONTENT GOAL.**



SCHOOL IMPROVEMENT PLAN  
2008 – 2009

SCHOOL:

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

Check appropriate box below to indicate *PDSA* update.

Quarter/Semester \_\_\_\_\_

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:**

<b>PLAN</b>	
The <i>PDSA</i> improvement cycle needs to be based on review of data.	<a href="#"><u>Learning Standards</u></a>
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## SCHOOL IMPROVEMENT PLAN 2008 – 2009

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**REPEAT THE PROCESS FOR EACH CONTENT GOAL.**



SCHOOL IMPROVEMENT PLAN  
2008 – 2009

SCHOOL:

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

Check appropriate box below to indicate *PDSA* update.

Quarter/Semester \_\_\_\_\_

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

Tech Integration & Information Literacy (8<sup>th</sup> Grade Only)

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

**Annual Goal:**

\_\_\_\_\_

**PLAN**

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

[Learning Standards](#)

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## SCHOOL IMPROVEMENT PLAN 2008 – 2009

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2008 – 2009**

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**REPEAT THE PROCESS FOR EACH CONTENT GOAL.**



## SCHOOL IMPROVEMENT PLAN 2008 – 2009

School: \_\_\_\_\_

[SIP Guidelines](#)

NCLB School Improvement Status	Accreditation Status	School Status
<input type="checkbox"/> Not on Improvement	<input type="checkbox"/> Accredited---Accreditation Watch	<input type="checkbox"/> Non-Title 1 School
<input type="checkbox"/> Technical Assistance Plan	<input type="checkbox"/> Accredited---Accreditation Probation	<input type="checkbox"/> Title 1 School School-wide program
<input type="checkbox"/> Restructuring	<input type="checkbox"/> Non-accredited	<input type="checkbox"/> Title 1 School Targeted Assistance
		<input type="checkbox"/> Charter School

**School Improvement Planning Team:**

Include names and positions: (Administrator, Teachers, Support Services, Parents, Students, BAAC representative(s), Others. **Parents must be included.**

Principal Signature: \_\_\_\_\_


**Building Advisory Accountability Committee: (BAAC)**

List the date the SIP was presented to BAAC for review: \_\_\_\_\_ Date of BAAC approval: \_\_\_\_\_  
Provide quarterly review updates to BAAC.

BAAC Chairperson Signature: \_\_\_\_\_

Signatures of BAAC members:


**School Improvement Plan Approval:**

SIP reviewed by Executive Directors of School Achievement and School Accountability, Title I and DACC Representative:

Signature of Executive Director of School Achievement and Accountability: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Title 1 Director: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of DAAC Representative: \_\_\_\_\_ Date: \_\_\_\_\_



SCHOOL IMPROVEMENT PLAN  
2008 – 2009

**Peer Review:**

Peer Review SIP Date: \_\_\_\_\_ Principal Signature: \_\_\_\_\_ [Peer Review Rubric](#)

Peer Review Team Members:

\_\_\_\_\_  
\_\_\_\_\_

**Consolidated Grant Requirement:**

Does your school receive Title I, II, III, IV, V Funds? (Examples of programs funded at school sites: AVID, ESL, SIOP, Bully Proofing, PLC, Grow Your Own, Colorado Gold, Data Coaches, Curriculum Alignment, National Board Certification, CQI, High Quality Assessments, Digital School, Roving LTT, Positive Behavior Support {PBS}, Differentiated Instruction, Linda Mood Bell.) Check with Grant Department for further information.

Yes       No      (Check one)

Have you completed a Grant Department Needs Assessment?

Yes       No      (Check one)