

# **SCHOOL IMPROVEMENT PLAN**

*School District 11*

*2009 – 2010*



**SCHOOL: Jackson Elementary School**



# SCHOOL IMPROVEMENT PLAN 2009 – 2010

SCHOOL: Jackson Elementary School

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

Check appropriate box below to indicate PDSA update.

Quarter: 1<sup>st</sup> Quarter

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:

By May 2010, 90% of all students in grades K-5 will demonstrate at least 90% mastery of vocabulary in each content area as specified in [Building Academic Vocabulary](#) (Marzano/Pickering) list.  
By May 2010, 90% of all K-5 boys will demonstrate benchmark on Dibel indicator assessments appropriate to their grade level.

### 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?  
**Measurement will be based on a quarterly vocabulary assessment .**  
**Measurement will be based on Dibel's progress monitoring of students (Tier III boys – weekly; Tier II boys – twice per month; and Tier I boys – monthly)** [Assessment Measurements](#)
- How will you measure teacher implementation data?  
**Measurement will be based on PLC discussions and using the Implementation Rubric.** [Implementation Data](#)



# SCHOOL IMPROVEMENT PLAN 2009 – 2010

Type here.

By the end of the first quarter, 90% of all K-5 students will attain 90% mastery on 10 of the 30 vocabulary words in each content area. Focus will be on vocabulary words used in the content areas for that quarter.

By the end of the first quarter, 90% of all K-5 boys will attain at least 3-5 consecutive data points on or above the Dibels progress monitoring aim line.

**DO**

**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.

**Strategy One:**

Teachers will utilize Marzano’s Six Step Vocabulary Instruction Plan weekly. Teacher short cycle assessments will be used to collect data and track student progress.

**Strategy Two:**

McRel – repeated practice. Teachers will use whole group explicit instruction of Open Court skills on a daily basis and reinforce skills during workshops as an intervention for those students needing additional instruction.

Teachers will differentiate instruction for all instructional tiers as follows:

**Tier I:** Whole group skill instruction, small group workshops, flexible grouping, leveled books and curriculum compacting

**Tier II:** One on one or small group instruction in the classroom, double dose reading groups, and repeated oral reading

**Tier III:** Out of classroom tutoring, Success Maker



# SCHOOL IMPROVEMENT PLAN 2009 – 2010

<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>	

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



**SCHOOL IMPROVEMENT PLAN  
2009 – 2010**

<u>Action Questions</u> <b>What will we do?</b>	<b>Indicate which action:</b> (s) strengthen (r) revise/review (ns) new strategies	<b>Person(s) responsible</b> (BLT/Goal Team, Department, Grade Level, Classroom, Support staff)	<b>Resource/Budget</b> (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)
Provide Marzano vocabulary instruction	ns	Classroom teachers		LRT	
Provide Tier I Open Court explicit instruction	ns	Classroom teachers	Funds for explicit instruction training (Reading First Conferences)	LRT; Amber Martello; Phoebe Bailey	

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



# SCHOOL IMPROVEMENT PLAN 2009 – 2010

**SCHOOL:** Jackson Elementary School

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

Check appropriate box below to indicate PDSA update.

Quarter: First

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:

By May 2010, 90% of all students in grades 1-5 will demonstrate at least 90% mastery on the conventions/mechanics section of the ECAW (Every Child a Writer) writing rubric.

By May 2010, 90% of all boys in grades 1-5 will demonstrate at least 90% mastery on the conventions/mechanics section of the ECAW (Every Child a Writer) writing rubric.

<b>PLAN</b>	
The PDSA 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? <b>Measurement will be based on a cold writing assessment administered to students every 16 school days.</b></li> </ul>	<a href="#"><u>Assessment Measurements</u></a>
<ul style="list-style-type: none"> <li>How will you measure teacher implementation data? <b>Measurement will be based on PLC discussions and using the Implementation Rubric.</b></li> </ul>	<a href="#"><u>Implementation Data</u></a>



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

Type here.

By the end of the first quarter, 90% of all students in grades 1 - 5 will attain 90% mastery on conventions and mechanics. Focus will be on sentences written completely and correctly with:

1. Correct capitalization with end punctuation throughout.
2. Proper nouns capitalized correctly throughout; no “stray” capital letters.
3. Correct use of commas throughout.
4. Correct use of higher level punctuation throughout (apostrophes, semi-colons, colons, dash, etc).
5. Subject verb agreement throughout.
6. Appropriate noun forms throughout (singular, plural, and possessive).
7. Appropriate verb forms throughout (irregular verbs).
8. Appropriate pronouns throughout.
9. Noun and verb modifiers (adjectives/adverbs) used correctly throughout.
10. Sentences must make sense throughout.

By the end of the first quarter, 90% of all boys in grades 1- 5 will attain 90% mastery on conventions and mechanics. Focus will be on sentences written completely and correctly (see above).

**DO**

**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.



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

**McRel – repeated practice. Teachers will use whole group instruction of Every Child a Writer on a daily basis. Reinforcement of convention/mechanic skills will occur weekly in small group instruction during the ECAW editing and revision process.**

**Teachers will differentiate instruction for all instructional tiers as follows:**

**Tier I: Whole group skills instruction, small/flexible grouping, and curriculum compacting**

**Tier II: One on one or small group instruction in the classroom**

**Tier III: Out of classroom instruction with interventionist.**



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

<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 2009 – 2010

<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> 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)
Implement Every Child a Writer with instructional fidelity	s	Classroom teachers	Funds for ongoing staff development	Lori Davis	

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



# SCHOOL IMPROVEMENT PLAN 2009 – 2010

SCHOOL: Jackson Elementary School

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

Check appropriate box below to indicate PDSA update.

Quarter: First

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:

By May 2010, 90% of all students in grades 1 – 5 will attain at least 90% accuracy of timed math facts for that grade level.  
By May 2010, 90% of all boys in grades 1 – 5 will attain at least 90% accuracy of timed math facts for that grade level.

### 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?  
**Measurement will be based on weekly one minute timed math facts assessments.**

[Assessment Measurements](#)

- How will you measure teacher implementation data?  
**Measurement will be based on PLC discussions and using the Implementation Rubric.**

[Implementation Data](#)

Type here.



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

### By the end of first quarter:

90% of all 1<sup>st</sup> graders will attain at least a 90% on 10 addition facts.

90% of all 2<sup>nd</sup> graders will attain at least a 90% on 15 addition facts.

90% of all 3<sup>rd</sup> graders will attain at least a 90% on 30 addition facts.

90% of all 4<sup>th</sup> graders will attain at least a 90% on 40 addition facts.

90% of all 5<sup>th</sup> graders will attain at least a 90% on 50 addition facts.

### Teachers will differentiate instruction for all instructional tiers as follows:

**Tier I: Whole group skills instruction, and small/flexible grouping**

**Tier II: One on one or small group instruction in the classroom**

**Tier III: Out of classroom instruction with interventionist.**

### DO

**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.

**McRel – repeated practice. Teachers will utilized EDM math boxes and math games.**



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

<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 2009 – 2010

<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> 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)
Math facts repeated practice	ns	Classroom teacher			

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



# SCHOOL IMPROVEMENT PLAN 2009 – 2010

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>
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> </ul>	<a href="#"><u>Assessment Measurements</u></a>
<ul style="list-style-type: none"> <li>• How will you measure teacher implementation data?</li> </ul>	<a href="#"><u>Implementation Data</u></a>
<b>Type here.</b>	



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

<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 style="text-align: center;">Select <u>2 best practices/strategies</u> that support the Content Goal. <span style="float: right;"><u><a href="#">Best</a></u></span></p> <p><u><a href="#">Practices/Strategies</a></u></p> <p style="text-align: center;"><i>Remember to collect teacher implementation data on these best practices/strategies.</i> <span style="float: right;"><u><a href="#">Interventions/Acceleration</a></u></span></p>
Type here.

<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>
Type here.
<p>Conduct a plus/delta on the performance data and implementation data. <span style="float: right;"><u><a href="#">Plus/Delta</a></u></span></p>
Type here.
<p>Show student performance results. <span style="float: right;"><b>Performance Data Examples</b> · <u><a href="#">ELEM</a></u> · <u><a href="#">MIDDLE</a></u> · <u><a href="#">HIGH</a></u></span></p> <p>Show best practice/strategies implementation results <span style="float: right;"><u><a href="#">Best Practices/Strategies Examples</a></u></span></p>
<p><b>Insert graphs of student performance and teacher implementation results.</b></p>



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

<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> 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  
2009 – 2010

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:

\_\_\_\_\_

<b>PLAN</b>	
The PDSA improve 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> </ul>	<a href="#"><u>Assessment Measurements</u></a>
<ul style="list-style-type: none"> <li>• How will you measure teacher implementation data?</li> </ul>	<a href="#"><u>Implementation Data</u></a>
<b>Type here.</b>	



# SCHOOL IMPROVEMENT PLAN 2009 – 2010

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

<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> )	
Type here.	
Conduct a plus/delta on the performance data and implementation data.	<u>Plus/Delta</u>
Type here.	
Show student performance results.	<b>Performance Data Examples</b> · <u>ELEM</u> · <u>MIDDLE</u> · <u>HIGH</u>
Show best practice/strategies implementation results	<u>Best Practices/Strategies Examples</u>
<b>Insert graphs of student performance and teacher implementation results.</b>	



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

<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> 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.**

<b>School:</b>
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## SCHOOL IMPROVEMENT PLAN 2009 – 2010

[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: \_\_\_\_\_

### **Peer Review:**



## SCHOOL IMPROVEMENT PLAN 2009 – 2010

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)