

SCHOOL IMPROVEMENT PLAN

School District 11

2009 – 2010



SCHOOL: Helen Keller Elementary School



SCHOOL IMPROVEMENT PLAN 2009 – 2010

SCHOOL: Helen Keller Elementary School

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

Check appropriate box below to indicate PDSA update.

Quarter/Semester 2nd

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:

78% of 3rd-5th grade students at Helen Keller Elementary School will score Proficient and Advanced as evident of the 2009-2010 CSAP data. 65% of all Kindergarten and First grade students and 70% of Second grade students will not require an Individualized Learning Plan by the end of the 2009-2010 school year. A minimum of 5% growth for our Hispanic and African American students according to CSAP is essential to begin to close the Achievement Gap (AYP indicates our White population at 93.5%, Hispanic at 82.69%, and African American at 84.62%).

PLAN	
The PDSA improvement cycle needs to be based on review of data.	<u>Learning Standards</u>
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.	<u>Essential Skills</u>
Using this information write your Quarterly SMART Goal.	
<ul style="list-style-type: none"> How will you measure student performance data? How will you measure teacher implementation data? Walk-throughs and staff evaluations 	<u>Assessment Measurements</u>
<p>Implementation Data</p> <p>Type here.</p> <p>Standard 6: Literature <i>Students read and recognize literature as a record of human experience.</i></p> <p>a. Read and respond to a variety of literature (for example: folk tales, legends, myths, fiction, rhymes, poems, and non-fiction).</p> <p>b. Identify setting, plot, character, problem, and solution.</p> <p>c. Use new vocabulary from literature in another context.</p> <p>d. Read and respond to literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written.</p> <p>Grade level teams will use Story Town’s Short Cycled, MAP, and DIBELS to measure student performance and progress.</p>	



SCHOOL IMPROVEMENT PLAN 2009 – 2010

DO	
<p>From the PLAN: 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><u>Best Practices/Strategies</u></p> <p><u>Interventions/Acceleration</u></p>
Type here.	
<p>Strategy 1: All classrooms will implement routine “Read and Respond” strategies</p> <ul style="list-style-type: none"> To improve students’ reading comprehension To improve skills in analyzing and synthesizing information across curricular areas. <p>Strategy 2: All classrooms will implement, with fidelity, the Story Town reading series through an uninterrupted 90-minute reading block.</p> <ul style="list-style-type: none"> To improve vocabulary usage with the implementation of Robert Marzano’s Six-Step process for direct instruction in subject area vocabulary. To implement a balanced literacy program that consists of flexible/guided reading groups <p>Tier 2 & 3 Interventions:</p> <ul style="list-style-type: none"> Benchmarking and Progress Monitoring data that will guide Standard Protocol, Tier II groups, to ensure that students will receive targeted skill, research-based, interventions Continued implementation of Success Maker, Read Naturally, and Study Island Continued ESL and Special Education Services <p>Acceleration Groups: Planned by grade levels in collaboration with our Gifted Resource Teacher.</p>	

STUDY	
<p>From the PLAN: 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.</p> <p style="text-align: center;"><u>Plus/Delta</u></p> <p><u>Plus:</u></p> <p><i>Staff have implemented Story Town with fidelity for the first quarter, as evidence of walk-through and evaluations</i></p> <p><i>Staff have worked collaboratively to problem solve and make necessary instructional changes through grade level and PLC meetings</i></p>	



SCHOOL IMPROVEMENT PLAN 2009 – 2010

Tier II Reading groups have started based on district and state level assessment data, focusing targeted interventions and strategies on specific or identified student academic gap areas.

Implementation of school-wide 90 minute schedule for Literacy blocks across grade levels.

Before and After School tutoring, based on entrance criteria as Tier II interventions

Delta:

Implementation of a new Reading curriculum is only one quarter long, with multiple interruptions of district and state level assessments.

Lack of 5 day weeks during the first quarter to implement the curriculum calendar.

Type here.

Keller DIBELS Reading Data 2009-10

		Baseline	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
<u>Kinder</u>	Benchmark	37 (41%)				
	Strategic	14 (15%)				
	Intensive	40 (44%)				
<u>First</u>	Benchmark	45 (70%)				
	Strategic	14 (22%)				
	Intensive	5 (8%)				
<u>Second</u>	Benchmark	53 (56%)				
	Strategic	26 (27%)				
	Intensive	16 (17%)				
<u>Third</u>	Benchmark	37 (53%)				
	Strategic	17 (24%)				
	Intensive	16 (23%)				
<u>Fourth</u>	Benchmark	56 (58%)				
	Strategic	17 (18%)				
	Intensive	24 (24%)				
<u>Fifth</u>	Benchmark	39 (49%)				
	Strategic	18 (23%)				
	Intensive	22 (28%)				

Performance Data Examples

Show best practice/strategies implementation results

· [ELEM](#) · [MIDDLE](#) · [HIGH](#)

[Best Practices/Strategies Examples](#)

Insert graphs of student performance and teacher implementation results.



SCHOOL IMPROVEMENT PLAN 2009 – 2010



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?	<i>Indicate which action:</i> (s) strengthen (r) revise/review (ns) new strategies	<i>Person(s) responsible</i> (BLT/Goal Team, Department, Grade Level, Classroom, Support staff)	<i>Resource/Budget</i> (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)
Story Town Reading Series	NS	Entire Staff	School/District Purchased	January 2010 Training	Communication through PTA, BAAC, KIT, and School Newsletter
Standard Protocol Tier II Interventions	R	Entire Staff	None	DIBELS SWAT, Targeted Group, based on targeted skill	Communication through PTA, BAAC, KIT, and School Newsletter
Tutoring Program	R	Tutoring Staff	District Tutoring Allocation	As necessary for targeted interventions based on student skill deficits.	Communication through PTA, BAAC/KIT

REPEAT THE PROCESS FOR EACH CONTENT GOAL.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

SCHOOL: Helen Keller Elementary School

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

Check appropriate box below to indicate PDSA update.

Quarter/Semester 2nd

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:

70% of 3rd-5th grade students at Helen Keller Elementary School will score Proficient and Advanced as evident of the 2009-2010 CSAP data. 65% of all Kindergarten students will score a 4 or 5 on their Quarterly Writing prompt and First and Second grade students will score Proficient or Advanced on their Quarterly Writing Scores by the end of the 2009-2010 school year. A minimum of 10% growth from our Proficient and Advanced Hispanic and African American students, according to CSAP is essential to begin to close the Achievement Gap (AYP indicates our White population at 58.9%, Hispanic at 28.1%, and African American at 29.11%).

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? **Quarterly Writing prompts by all grade levels K-5.**
[Assessment Measurements](#)
- How will you measure teacher implementation data? **Walk throughs, Evaluations, and Quarterly Writing prompts**
[Implementation Data](#)

Type here.
Standard 3: Students will write using conventional grammar, usage, sentence structure, punctuation, capitalization, spelling, and speak using conventional grammar, usage, sentence structure, and punctuation.

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. [Best Practices/Strategies](#)
Remember to collect teacher implementation data on these best practices/strategies. [Interventions/Acceleration](#)



SCHOOL IMPROVEMENT PLAN 2009 – 2010

Type here.

Strategy 1: Teachers will conference with students at least two times a month.

Strategy 2: Teachers will utilize short constructed response across the curriculum, which will be a daily student oral or written piece.

Strategy 3: All teachers will incorporate writing activities across the content areas with a special emphasis on short-constructed response.

Interventions:

- Tier 2 and 3 direct instruction will be provided based on the results from their Quarterly Writing prompts, in addition to teacher-generated data.
- Continued interventions for ESL and Special Education.

Acceleration Groups: Differentiated instruction will be provided to students through offering multi-paragraph experiences to students who are ready for the challenge in third through fifth grade.

STUDY

From the PLAN: Identify the number of students proficient and/or above on the performance assessment.

Were the best practices/strategies used and how often? *(Teacher implementation data)*

Which best practices/strategies could be linked to improvement? *(Describe)*

Type here.

Conduct a plus/delta on the performance data and implementation data.

Plus/Delta

Plus:

Continued implementation of Quarterly Writing Assessments

Story Town writing prompts have been included in Quarterly Writing assessments

Revised writing rubrics for 2009-2010 school year, are aligned with our curriculum and are more effective for student use.

Classroom interventions have been implemented, focusing on Writing assessment needs

PLC and grade level meetings have been focused on discussion of writing assessment results.

Delta:

Due to the overwhelming support needs of Reading and Math (Tier I & II), Writing Tier II interventions have relied solely on the classroom teachers.

Type here.

Show student performance results.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

Keller Writing Data 2009-10 Content/Ideas in Writing

	Baseline	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Kinder P/A	17 (20%)				
PP	26 (30%)				
M/U	44 (50%)				
First P/A	32 (40%)				
PP	32 (40%)				
M/U	17 (20%)				
Second P/A	32 (34%)				
PP	32 (34%)				
M/U	30 (32%)				
Third P/A	33 (49%)				
PP	26 (39%)				
M/U	8 (12%)				
Fourth P/A	34 (36%)				
PP	33 (35%)				
M/U	27 (29%)				
Fifth P/A	29 (37%)				
PP	35 (44%)				
M/U	15 (19%)				



SCHOOL IMPROVEMENT PLAN 2009 – 2010

Keller Writing Data 2009-10
Language Use in Writing
***(Conventions/Grammar/Spelling)**

	Baseline	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Kinder P/A	0 (0%)				
PP	4 (5%)				
M/U	83 (95%)				
First P/A	22 (27%)				
PP	34 (42%)				
M/U	25 (31%)				
Second P/A	25 (27%)				
PP	33 (35%)				
M/U	36 (38%)				
Third P/A	29 (43%)				
PP	27 (40%)				
M/U	11 (17%)				
Fourth P/A	30 (32%)				
PP	41 (44%)				
M/U	23 (24%)				
Fifth P/A	34 (43%)				
PP	41 (52%)				
M/U	4 (5%)				

· [ELEM](#) · [MIDDLE](#) · [HIGH](#)

Show best practice/strategies implementation results

[Best Practices/Strategies Examples](#)

Insert graphs of student performance and teacher implementation results



SCHOOL IMPROVEMENT PLAN 2009 – 2010

ACT
Based on the results of the STUDY what will you do differently for the next cycle of improvement?
<p>(s) Strengthen the current best practices/strategies and continue PDSA or</p> <p>(r) Revise/ review the current best practices/strategies and continue PDSA or</p> <p>(ns) Select new best practices/strategies and continue PDSA or</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?	(s) strengthen (r) revise/review (ns) new strategies	(BLT/Goal Team, Department, Grade Level, Classroom, Support staff)	(materials, grants, funds, other resources to support best practices/strategies)	(program support and support of best practices/ strategies)	(activities, timeline, tied to standards)
Quarterly Writing Prompts	S	Grade Level, LRT, Administration	None	Utilization of PLC and Grade Level Collaboration Time	Parent/Teacher Conferences

REPEAT THE PROCESS FOR EACH CONTENT GOAL.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

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

Check appropriate box below to indicate PDSA update.

Quarter/Semester _____ 2nd

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:

75% of 3rd-5th grade students at Helen Keller Elementary School will score Proficient and Advanced as evident of the 2009-2010 CSAP data. 60% of all First and Second grade students will score Average and High Range as evident of the Spring MAP test by the end of the 2009-2010 school year. A minimum of 5-10% growth for our Hispanic and African American students according to CSAP is essential to begin to close the Achievement Gap (AYP indicates our White population at 95.12%, Hispanic at 88.46%, and African American at 76.92%).

PLAN	
The PDSA improvement cycle needs to be based on review of data.	<u>Learning Standards</u>
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.	<u>Essential Skills</u>
Using this information write your Quarterly SMART Goal.	
<ul style="list-style-type: none"> How will you measure student performance data? 	<u>Assessment Measurements</u>
<ul style="list-style-type: none"> How will you measure teacher implementation data? 	<u>Implementation Data</u>
Type here.	
Standard 1: Number Sense	
<ul style="list-style-type: none"> Use appropriate techniques to estimate, determine, and then justify the reasonableness of solutions to problems involving whole numbers. 	
Standard 6: Computation	
<ul style="list-style-type: none"> Use, explain, and demonstrate the understanding of the four basic operations in problem-solving and real-world situations. 	
Intermediate grades will focus on numerical operations and patterns	



SCHOOL IMPROVEMENT PLAN 2009 – 2010

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 1: Houghton Mifflin Math Expressions will be implemented with fidelity.

Strategy 2: Teachers will increase the use of manipulatives to make abstract concepts more concrete.

Strategy 3: Math journaling, problem solving, Daily Oral Math will be utilized to facilitate math instruction as required based on the student academic need.

Strategy 4: Technology based programs (such as Success Maker and Study Island) will continue to be implemented.

Tier 2 & 3 Interventions:

- Continued implementation of Success Maker and Study Island
- Continued ESL and Special Education Services
- Acceleration Groups: Planned by grade levels in collaboration with our Gifted Resource Teacher.

STUDY

From the PLAN: Identify the number of students proficient and/or above on the performance assessment.

Were the best practices/strategies used and how often? (*Teacher implementation data*)

Which best practices/strategies could be linked to improvement? (*Describe*)

Type here.

Conduct a plus/delta on the performance data and implementation data.

[Plus/Delta](#)

[Plus:](#)

Staff have implemented Math Expressions with fidelity for the first quarter, as evidence of walk-through and evaluations

Staff have worked collaboratively to problem solve and make necessary instructional changes through grade level and PLC meetings

Tier II Math groups have started based on district and state level assessment data.

[Delta:](#)

Implementation of a new Math curriculum is only one quarter long, with multiple interruptions of district and state level assessments.

Lack of 5 day weeks during the first quarter to implement the curriculum calendar.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

Type here.

Show student performance results.

Performance Data Examples

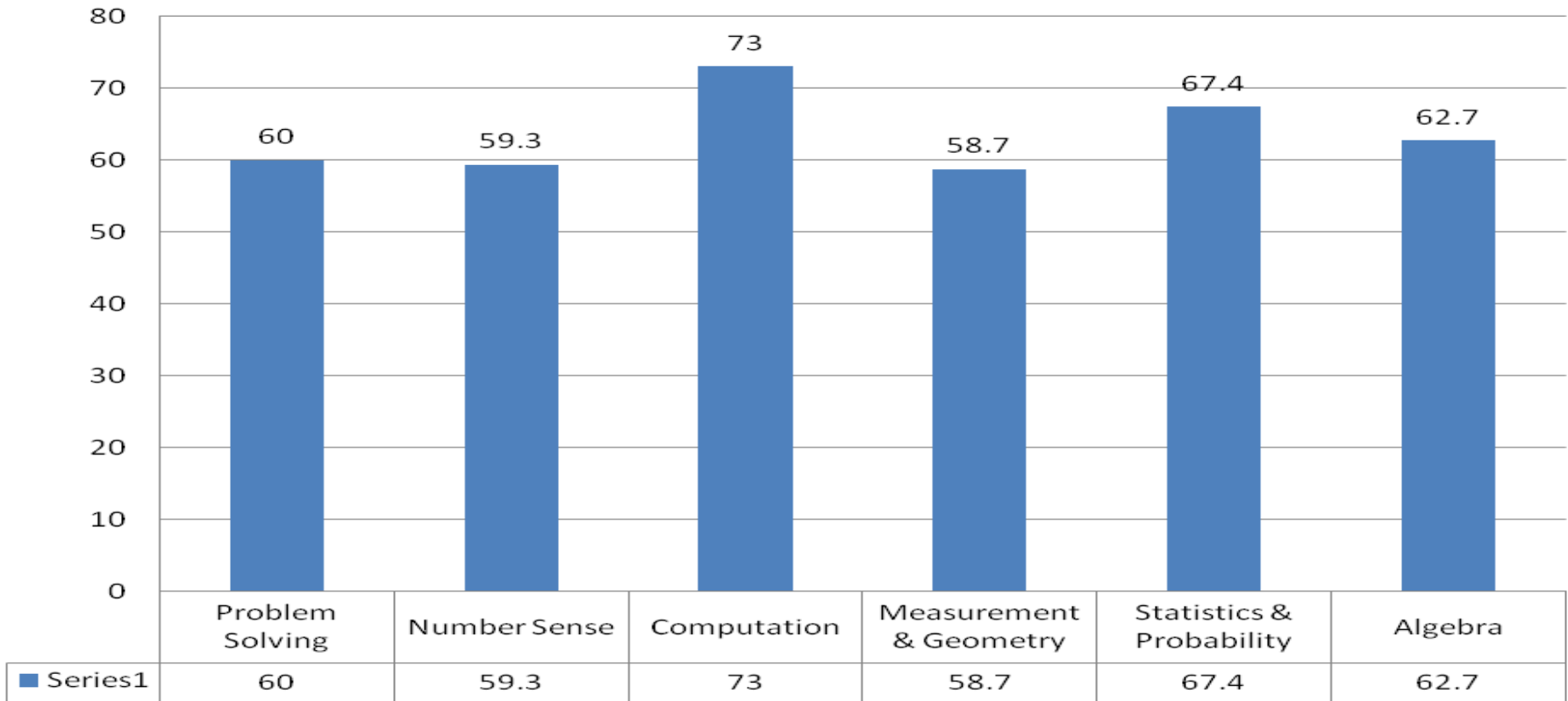
· [ELEM](#) · [MIDDLE](#) · [HIGH](#)

Show best practice/strategies implementation results

[Best Practices/Strategies Examples](#)

Insert graphs of student performance and teacher implementation results.

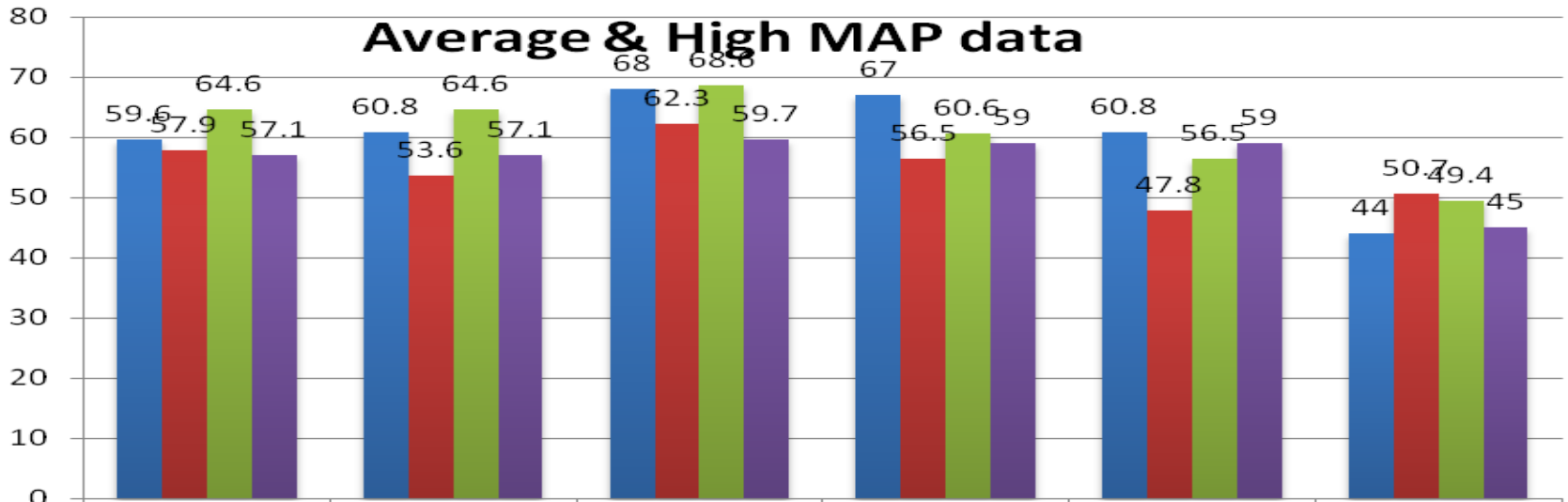
1st Grade MAP data





SCHOOL IMPROVEMENT PLAN 2009 – 2010

Average & High MAP data



	Number Sense	Algebraic Methods	Data Analysis and Probability	Geometric Concepts	Measurement	Computation
■ Grade 2	59.6	60.8	68	67	60.8	44
■ Grade 3	57.9	53.6	62.3	56.5	47.8	50.7
■ Grade 4	64.6	64.6	68.6	60.6	56.5	49.4
■ Grade 5	57.1	57.1	59.7	59	59	45



SCHOOL IMPROVEMENT PLAN 2009 – 2010

ACT
Based on the results of the STUDY what will you do differently for the next cycle of improvement?
<p>(s) Strengthen the current best practices/strategies and continue PDSA or</p> <p>(r) Revise/ review the current best practices/strategies and continue PDSA or</p> <p>(ns) Select new best practices/strategies and continue PDSA or</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 Expressions Math Series	NS	Entire Staff	School/District Purchased	Math Expressions training 9/18/2009	PTA, BAAC, KIT, and School Newsletter, and Grade Level Open Houses, as offered
Tutoring Program	R	Tutoring Staff	District Tutoring Allocation	As necessary for targeted interventions based on student skill deficits.	Communication through PTA, BAAC/KIT

REPEAT THE PROCESS FOR EACH CONTENT GOAL.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

SCHOOL: Helen Keller 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:

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? [Assessment Measurements](#)
- How will you measure teacher implementation data? [Implementation Data](#)

Type here.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

DO
<p>From the PLAN: 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><u>Best Practices/Strategies</u></p> <p><u>Interventions/Acceleration</u></p>
Type here.

STUDY
<p>From the PLAN: 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.</p>
<u>Plus/Delta</u>
Type here.
<p>Show student performance results.</p> <p>Show best practice/strategies implementation results</p>
<p>Performance Data Examples</p> <p>· <u>ELEM</u> · <u>MIDDLE</u> · <u>HIGH</u></p> <p><u>Best Practices/Strategies Examples</u></p>
Insert graphs of student performance and teacher implementation results.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

ACT
Based on the results of the STUDY what will you do differently for the next cycle of improvement?
<p>(s) Strengthen the current best practices/strategies and continue PDSA or</p> <p>(r) Revise/ review the current best practices/strategies and continue PDSA or</p> <p>(ns) Select new best practices/strategies and continue PDSA or</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>(s) strengthen</p> <p>(r) revise/review</p> <p>(ns) new strategies</p>	<p>(BLT/Goal Team, Department, Grade Level, Classroom, Support staff)</p>	<p>(materials, grants, funds, other resources to support best practices/strategies)</p>	<p>(program support and support of best practices/ strategies)</p>	<p>(activities, timeline, tied to standards)</p>

REPEAT THE PROCESS FOR EACH CONTENT GOAL.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

SCHOOL: Helen Keller 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 (8th 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](#)

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.

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.

[Best Practices/Strategies](#)

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

[Interventions/Acceleration](#)

Type here.



SCHOOL IMPROVEMENT PLAN 2009 – 2010

STUDY	
From the PLAN: 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.	Performance Data Examples · <u>ELEM</u> · <u>MIDDLE</u> · <u>HIGH</u>
Show best practice/strategies implementation results	<u>Best Practices/Strategies Examples</u>
Insert graphs of student performance and teacher implementation results.	



SCHOOL IMPROVEMENT PLAN 2009 – 2010

ACT
Based on the results of the STUDY what will you do differently for the next cycle of improvement?
<p>(s) Strengthen the current best practices/strategies and continue PDSA or</p> <p>(r) Revise/ review the current best practices/strategies and continue PDSA or</p> <p>(ns) Select new best practices/strategies and continue PDSA or</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: Helen Keller 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 2009 – 2010

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)