



Colorado Springs School District # 11
School Improvement Plan 2006-2007

Cover Sheet For:

Queen Palmer Elementary School

NCLB School Improvement Status	Accreditation Status	School Status
<input checked="" type="checkbox"/> Not on Improvement	<input type="checkbox"/> Accredited---ALERT	<input type="checkbox"/> Traditional School
<input type="checkbox"/> Year 1	<input type="checkbox"/> Accredited—Accreditation Watch	<input checked="" type="checkbox"/> School-wide Status School
<input type="checkbox"/> Year 2	<input type="checkbox"/> Accredited—Accreditation Probation	
<input type="checkbox"/> Corrective Action	<input type="checkbox"/> Non-accredited	
<input type="checkbox"/> Restructuring		

Check which plan is being submitted (Please refer to directions in _____ SIP Guide Book)

School Improvement Planning Team: Signatures of people who were involved in the preparation of the plan. Parents must be included.		B. Building Advisory Accountability Committee:	C. To be completed by the Title I/Operations office:
Name	Position	1) List the date the Plan was presented to BAAC for review: _____	• Date the Plan was received in Title I/Operations office: _____
_____	_____	2) Date of BAAC approval: _____	• Date the Plan was reviewed: _____
_____	_____	3) Signatures of BAAC members: _____ _____ _____ _____	• Members of the Review Team: _____ _____
_____	_____	4) Signature of BAAC Chairperson: _____ Date _____	• Date of Plan Approval: _____
_____	_____	5) Signature of Principal: _____ Date _____	• Signature of Executive Director of School Leadership: _____ Date _____
_____	_____		• Signature of Title I/Schoolwide Director: _____ Date _____
_____	_____		• Signature of DAAC Member: _____ Date _____



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Annual Evaluation of Goals from Previous Year (2005-2006)

Study/Action	Based on whether the goal was met or not, select from the following paths for each goal area.	
	Composite Goal	
	If the goal was met, your school will (choose one or more):	If the goal was not met, but the school can demonstrate progress towards the goal, your school will (choose one or more):
	<input type="checkbox"/> Identify a new target	<input type="checkbox"/> Write a completely new goal, reform strategy, and staff development plan
	<input type="checkbox"/> Write a new goal statement	<input type="checkbox"/> Continue with the current plan with revisions to the following areas: <ul style="list-style-type: none"> ■ Revise goal statement ■ Revise the reform strategy ■ Revise staff development
	<input type="checkbox"/> Revise ("tweak") the reform strategy	
	<input type="checkbox"/> Revise ("tweak") staff development	
	Mathematics Goal	
	If the goal was met, your school will (choose one or more):	If the goal was not met, but the school can demonstrate progress towards the goal, your school will (choose one or more):
	<input type="checkbox"/> Identify a new target	<input type="checkbox"/> Write a completely new goal, reform strategy, and staff development plan
	<input type="checkbox"/> Write a new goal statement	<input type="checkbox"/> Continue with the current plan with revisions to the following areas: <ul style="list-style-type: none"> ■ Revise goal statement ■ Revise the reform strategy ■ Revise staff development
	<input type="checkbox"/> Revise ("tweak") the reform strategy	
	<input type="checkbox"/> Revise ("tweak") staff development	
	Reading Goal	
	If the goal was met, your school will (choose one or more):	If the goal was not met, but the school can demonstrate progress towards the goal, your school will (choose one or more):
<input type="checkbox"/> Identify a new target	<input type="checkbox"/> Write a completely new goal, reform strategy, and staff development plan	
<input type="checkbox"/> Write a new goal statement	<input type="checkbox"/> Continue with the current plan with revisions to the following areas: <ul style="list-style-type: none"> ■ Revise goal statement ■ Revise the reform strategy ■ Revise staff development 	
<input type="checkbox"/> Revise ("tweak") the reform strategy		
<input type="checkbox"/> Revise ("tweak") staff development		



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Study/Action

Based on whether the goal was met or not, select from the following paths for each goal area.

Writing Goal	
If the goal was met, your school will (choose one or more):	If the goal was not met, but the school can demonstrate progress towards the goal, your school will (choose one or more):
<input type="checkbox"/> Identify a new target	<input type="checkbox"/> Write a completely new goal, reform strategy, and staff development plan
<input type="checkbox"/> Write a new goal statement	<input checked="" type="checkbox"/> Continue with the current plan with revisions to the following areas: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Revise goal statement <input checked="" type="checkbox"/> Revise the reform strategy <input checked="" type="checkbox"/> Revise staff development
<input type="checkbox"/> Revise ("tweak") the reform strategy	
<input type="checkbox"/> Revise ("tweak") staff development	
Parent Goal	
If the goal was met, your school will (choose one or more):	If the goal was not met, but the school can demonstrate progress towards the goal, your school will (choose one or more):
<input type="checkbox"/> Identify a new target	<input type="checkbox"/> Write a completely new goal, reform strategy, and staff development plan
<input type="checkbox"/> Write a new goal statement	<input checked="" type="checkbox"/> Continue with the current plan with revisions to the following areas: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Revise goal statement <input checked="" type="checkbox"/> Revise the reform strategy <input checked="" type="checkbox"/> Revise staff development
<input type="checkbox"/> Revise ("tweak") the reform strategy	
<input type="checkbox"/> Revise ("tweak") staff development	
Other Goal	
If the goal was met, your school will (choose one or more):	If the goal was not met, but the school can demonstrate progress towards the goal, your school will (choose one or more):
<input type="checkbox"/> Identify a new target	<input type="checkbox"/> Write a completely new goal, reform strategy, and staff development plan
<input checked="" type="checkbox"/> Write a new goal statement DID NOT HAVE A GOAL IN THIS AREA LAST YEAR.	<input type="checkbox"/> Continue with the current plan with revisions to the following areas: <ul style="list-style-type: none"> <input type="checkbox"/> Revise goal statement <input type="checkbox"/> Revise the reform strategy <input type="checkbox"/> Revise staff development
<input type="checkbox"/> Revise ("tweak") the reform strategy	
<input type="checkbox"/> Revise ("tweak") staff development	



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STRATEGIC PLAN GOALS

All school improvement goals are aligned with the District Strategic Goals and Accreditation Requirements:

- 1.1 District 11 will be the highest performing school district in the state, with all schools accredited.
- 1.2 All students will perform at or above a proficient level in state-assessed academic subjects, as defined by Colorado.

Overall Composite Goal: All students will be proficient and above by 2014.

Our CSAP composite score is not yet available.

USE THESE RESULTS TO GUIDE YOUR DECISIONS ABOUT TARGET AREAS FOR ANNUAL GOALS.

Adequate Yearly Progress (AYP): (attach AYP data from the excel AYP spreadsheet on Assessmart/Alpine)

Met AYP criteria: (complete each box with **yes/no**)

	95% tested	Target all	Target White	Target Hispanic	Target Black	Target Asian	Target Native American	Target ELL	Target FRL	Target SPED	Target Advanced	Target Graduation
Reading	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	--
Math	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	--

On the basis of these results, identify the areas of needed remediation by disaggregated grouping and standards and subcontent areas.

Disaggregate grouping	Standards	Subcontent
Reading: Students who are Black and/or identified Special Education did not meet AYP Math: Students who were identified Special Education did not meet AYP	Reading CSAP scores for our current 4th and 5th graders show that Standards 1,4,5,6 are our weakest areas Math CSAP scores for our current 4th graders show that Standards 1,2,7 are our weakest areas. In 5th grade, standards 1,5,7 are our weakest areas.	4th grade: Non-fiction and Reading Comprehension 5th grade: Non-fiction, Vocabulary, Thinking Skills 4th grade: Number Sense and Algebra, Patterns, & Functions 5th grade: Number Sense, Measurement, Number & Operation Sense



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Title I Schools Only:

2.6 (number of) FTE OUT OF THE QUEEN PALMER TITLE BUDGET
 1.0 FTE OUT OF THE DISTRICT TITLE BUDGET IS SPLIT BETWEEN TWO TEACHERS.
 \$10,000 FOR A BEHAVIORAL MANAGEMENT CONSULTANT
 \$20,000 FOR A MULTI-SENSORY TUTOR

INTERVENTIONS USED SCHOOLWIDE:

3.0 FTE USED TO LOWER CLASS SIZES IN KINDERGARTEN THROUGH SECOND GRADES
 .6 FTE USED FOR LITERACY INTERVENTIONISTS FOR G/T STUDENTS AND DATA COACHING|

USE THESE RESULTS TO GUIDE YOUR DECISIONS ABOUT TARGET AREAS FOR ANNUAL GOALS.

Accreditation Requirements:

Attendance rate: 93.24% Does this meet the 95% criteria? No **Annual Dropout Rate (7th-12th grades)** __n/a__
Graduation rate: __n/a__% Does this meet the state/local criteria ? **Annual Retention Number:** 1

Percentage of identified Gifted and Talented students score in the “Advanced” category (identified by strength) on CSAP? (include grade)

Current data is not available.

Analyze the relationship between the variables of enrollment, attendance, mobility and stability, and migrant population on student achievement. Is there any impact?

Our attendance (93.24%), mobility (35.5%), and stability (89.7%) continue to have a negative impact on our achievement. We do not currently have any migrant students enrolled. However, if we should enroll an identified migrant student, we will work with the migrant coordinator to secure services for the student.

Analyze the relationship between the variables of disciplinary referrals, retention, expulsion and dropout rates to determine effect on annual student achievement. Is there any impact?

Disciplinary referrals continue to have a negative impact on our achievement. We will:

- Hire a Behavioral Management Consultant, Donna Sheldon, to train our staff.
- Conduct a book study/discussion group (Mel Levine: A Mind at a Time) and attend a workshop (Mel Levine) with our RTI and Special Education teams.
- Train our staff and implement *Time to Teach*, a school-wide behavioral management program.

Number of Individual Literacy Plans (ILP) (fill in number of student on active ILPs in fall and spring)

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
fall 2005	49	31	31	24	25	20	--	--	--	--	--	--	--
spring 2006	52	31	35	25	29	21	--	--	--	--	--	--	--



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Does this data indicate a reduction in ILPs as students' progress through the grades? Yes
 How many students were removed during the year from ILP status as a result of reading proficiency? 0
 If not, why?
 How many ILP students demonstrated 2 or more years growth in a years time? 0
 How many students share both an ILP and IEP? 28
 Use these results to guide your decisions about target areas for annual goals.

Colorado ACT information for High Schools

Test year	# Ss	English	Math	Reading	Science	Composite
2005						
2006						

Do these data indicate growth () or decline () from previous year ? (check one)

Indicators of a Year's Growth in a Year's Time :

SCHOOL LONGITUDINAL DATA: (attach the longitudinal data and cross tab information from Assessmart/Alpine and refer to Indicators in Accreditation Contract)

What is your current level of success? Are more students going from Partially Proficient to Proficient vs. Proficient to Partially Proficient from last year?

Grade 4

	Students Moving from PP to P	Students moving from P to PP
Reading	1	2
Writing	1	3
Math	3	1

Grade 5

	Students Moving from PP to P	Students moving from P to PP
Reading	7	1
Writing	6	0
Math	4	0

Which student groups and grades show significant increases?

More students moved from PP to P vs. P to PP in fourth grade math. Additionally, in fifth grade reading, writing and math, more students moved from PP to P vs. P to PP.

Which student groups and grades show significant declines?

In fourth grade reading and writing, more students moved from P to PP vs. PP to P.

Does this continue a trend from previous year? Is there a difference in all students vs. 12+students?

We were awarded "GainMaker School" status from the CDE last year for increases in CSAP scores across three years in fifth grade. The above data seems to indicate that we are continuing that trend. 12+ month students are slightly outperforming all students. There is a trend of continuous improvement. We believe we are laying a good foundation so that students have something to "hook" their learning onto when they reach 5th grade.



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What additional data indicates student achievement showed a year's growth in a year's time? (Use TerraNova data):

TERRA NOVA FALL 2005 TO SPRING 2006

READING

Grade	Pts/Growth	1 yr. Growth	Did the grade make 1 yr's growth?
2 nd	19	21	NO
3 rd	27	16	YES
4 th	15	13	YES
5 th	13	9	YES

LANGUAGE

Grade	Pts/Growth	1 yr. Growth	Did the grade make 1 yr's growth?
2 nd	34	23	NO
3 rd	14	11	YES
4 th	17	10	YES
5 th	12	9	YES

MATH

Grade	Pts/Growth	1 yr. Growth	Did the grade make 1 yr's growth?
2 nd	25	25	YES
3 rd	34	26	YES
4 th	24	18	YES
5 th	24	17	YES

USING THESE DATA, WHICH AREAS SHOWED A YEAR'S GROWTH IN A YEARS' TIME? (BY DISAGGREGATE AND CONTENT)

All areas showed 1+ years growth except 2nd grade Reading and Language.

Which areas indicate a need for remediation/intervention?

2nd grade Reading and Language did not show 1+ year's growth.

USE THESE RESULTS TO GUIDE YOUR DECISIONS ABOUT TARGET AREAS FOR ANNUAL GOALS.

Benchmark/Quarterly Assessments: (grades 2-8)

Using the benchmark/quarterly assessments, which standards or subcontent indicated strengths? Why?

STRENGTHS:

	READING	MATHEMATICS
2 nd Grade	Vocabulary (60% Mastery)	Geometry (79% Mastery)
3 rd Grade	Literature (59% Mastery)	Geometry (69% Mastery)
4 th Grade	Literature (100% Mastery)	Geometry (83% Mastery)
5 th Grade	Literature (79% Mastery)	Algebra (82% Mastery)

- Reading strengths could be due to our current core reading program: Open Court, our past core reading program: Reading Mastery Plus, as well as our tutoring programs.
- Math strengths could be due to our increased **pacing** of our core math program: Addison Wesley/Scott Foresman.



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Using the benchmark/quarterly assessments, which standards or subcontent areas indicated no or little growth? Why?

WEAKNESSES:

	READING	MATHEMATICS
2 nd Grade	Comprehension (38% Unsat)	Algebra & Computation (38% Unsat)
3 rd Grade	Comprehension (41% Unsat)	Algebra (38% Unsat)
4 th Grade	Research (28% Unsat)	Measurement (31% Unsat)
5 th Grade	Research (24% Unsat)	Number Sense (36% Unsat)

- Reading weaknesses could be due to the initial implementation of our core Reading program and the components of the Colorado Read First grant. The weaknesses in grades 4 and 5 could be due to not implementing information literacy in these grades units last year.
- Math weaknesses could be due to a lack of differentiation in math instruction.

Additional Accreditation/Compliance Indicators:

Each School Improvement Plan must include the specific indicators of compliance with Accreditation or NCLB. You may include references in the annual goals as appropriate, or complete in narrative form here:

1. Specify the plan for providing Additional Learning time as needed and how that intervention will be tied to daily instruction (tutoring, etc).

Students (identified as below proficiency in Reading and Math) will receive tutoring and small group instruction during the regular school day as detailed in the Reading and Math SIP sections. In Reading, interventions will follow as per CRF- Colorado Read First. Please refer to the SIP Reading, Writing, and Math sections for details.

2. Indicate efforts to include technology integration and information literacy in student learning.

In addition to supporting technology integration in our Media Center and classroom computer centers, grade level teams are required to team with the LTE, LTT, LRT, and Reading First Coach to create 1 information literacy/technology rich unit each year. Grade level teams will additionally meet with the Building Leadership teams monthly to discuss teaching strategies and interventions. LRT/LTE will teach via the coaching model: pre-conference/classroom demonstration/post-conference. Please refer to the SIP Reading, Writing, and Math sections for details.

3. Indicate efforts how information about student learning goals will be communicated to parents and students.

In addition to bi-annual P/T Conferences, IEPs and ILPs, students will maintain data folders (including PDSA and goals) that can be shared with parents at mid-quarter (if the student is below proficiency). Communication between home and school occurs via planners and Thursday folders. The Principal focuses on vision, mission, and goals through newsletters, PTO/BAAC, and school-wide information bulletin boards. Additionally, we have a new outdoor marquee. Additional information is detailed in the Parent Involvement SIP section.

4. Attach a written parent involvement policy focused on improving academic achievement and school processes for academic quality.

See Parent Involvement section of the SIP. Parent Involvement Policy is on file with the Title I office.

(Must include documentation for inclusion of BAAC quarterly review of SIP progress for all schools). For Schoolwide (Title I) schools please address:

For details on all of the topics below, please refer to our Parent Involvement Binder, on loan to the Title office.

- The annual evaluation of the school policy;
- How the school's policy is amended;
- Description of annual meetings (more than one);
- How parents are involved in writing the SIP: and
- How parents are involved in training parents.
- Parent activities to Raise Student Achievement, including Family Literacy

3/23/2007

Modified baj/dlb



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5. Indicate how preschool students in your building are transitioned into kindergarten (the responsibility of the preschool/kindergarten site staff, whether the students will attend kindergarten in that school or a different one).

Preschool and kindergarten teachers exchange information through Continuous Quality Improvement surveys and cross grade level meetings. Additionally, preschool parents are invited to kindergarten activities after school such as graduation and literacy/math nights and the Cinco de Mayo Literacy night. In the spring, preschool buddies partner with kindergarten students to eat lunch and visit their future classrooms. We also have a preschool and kindergarten parent mentorship program. Please see the Parent Involvement section of the SIP for more details.

6. DOCUMENT EVIDENCE OF THE FOLLOWING:

Plan description	Year written	Year updated	On File in Security Office (yes/no)
Safe School Plan	2001-2002	Annually	Yes, and in Title SIP file/S:Drive
Bully Proofing Plan	2001-2002	Annually	No, in Title SIP file/S:Drive
Violence Prevention Plan	2001-2002	Annually	Yes, and in Title SIP file/S:Drive
Crisis Plan	2001-2002	Annually	Yes, and in Title SIP file/S:Drive
PBS Pilot Plan (if applicable)	N/A		

Goal Team Results:

Can you identify strategies in last year's plan that have resulted in increases in student achievement in targeted areas?

- Reading: Open Court, Literacy Interventions (LIPS, Language for Learning), DIBELs progress monitoring, PDSA lesson plans, posted data as per CQI, Data dialogue in Goal Teams and coaching meetings.
- Writing: Monthly writing prompts, 6-trait posters, CDE **aligned** rubrics, posted data as per CQI, Data dialogue in Goal Teams.
- Math: Focus on computation, flashcards for every student, following the curriculum **pacing** guide, posted data as per CQI, Data dialogue in Goal Teams.

Do you have a plan for documenting, analyzing, discussing and publishing results of actions on a quarterly basis (interventions, action plans) ?

We post Reading, Writing, and Math data on hallway bulletin boards monthly. We conduct monthly PDSA discussions in Goal Teams along with cross grade level quarterly reviews. Also, the PTO/BAAC committee holds quarterly PDSA discussions directly addressing the SIP plan.

Using the results of your Goal Team/Professional Learning Community (PLC) Team actions, plan your 1st quarter Action Plan, including your annual goals for the coming year. Utilize any other data collected to validate your need for improvement in the specified areas.



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Annual Staff Development Plan:

Using the areas of identified needs, indicate the planned staff development activities required to meet the specific needs or improve current strengths. Develop the full Staff Development Plan before school starts in fall. Remember to align staff development activities with identified student needs in content or critical need areas.

Date	Description of training	Target Audience	Evaluation (measure of effectiveness and results)	Person Responsible	Costs/Resources
8-06	Time to Teach	All staff	Discipline data, Workshop Evaluation	Time to Teach Organization	\$1,500 paid by PTO funds
Qtrly	CRF K-5/Literacy Training	Certified Staff	Webinars, PDSA Lesson Plans, DIBELS data	Literacy Team: Tanya Schmidt, Sara Miller, Bridget Huff	\$2,343/Title, \$7,304/CRF
Qtrly	Multi-Sensory Instruction	All Staff	PDSA Lesson Plans, DIBELS data, Workshop Evaluation	Dion Mercier	\$20,000/Title
Qtrly	Behavioral Management	All Staff	Discipline data, Workshop Evaluation	Donna Sheldon	\$10,000/Title
1-07	Step Up to 6 Trait Training	All Staff	School-wide prompt data, CSAP, D-11 Qtrly Assessments	Caryl Thomason	\$5,000/Title
Qtrly	Book Study and workshop: Mel Levine: <u>A Mind at a Time</u> /GoalTeam meetings, retreats	RTI Team (ESP and Certified)	Referral data	Mel Levine	\$33,786/Title (incl. \$770.00 for workshop)
Qtrly	Book Study: <u>I've DIBEL'd, Now What?</u> , Open Court Appendices, DIBELS, Core Phonics Survey, Data dialogue, Goal Team meetings, Grade level Meetings, Webinars, Building Leadership Team meetings	Reading teachers Kindergarten-5 th grade	DIBELS data, Core Phonics Survey data, Reutzal-Cooter Survey	Literacy Team: Tanya Schmidt, Sara Miller, Bridget Huff	\$5,041/CRF
1 st Sem	S.T.A.N.D. O.U.T. Math training, flashcards, and Parent Night	All staff and parents	Chapter Math Tests, CSAP, D-11 Qtrly Assessments	Math Goal Team	\$6,850.00/Title
10-06	Touch Math Training	Steve McClure	Chapter Math Tests, CSAP, D-11 Qtrly Assessments (SpEd scores)	SpEd Team	\$200.00/Title
11-06	SuccessMaker Training	Steve McClure	Chapter Math Tests, CSAP, D-11 Qtrly Assessments (SpEd scores), SuccessMaker individual reports	Math Goal Team	Cost of sub @ \$80.00/day
2 nd qtr	Horizons Reading Program Training	Grades 1-3 teachers (7)	DIBELS data, Core Phonics Survey data, Reutzal-Cooter Survey	CRF-BLT, Reading Goal Team	Cost of sub @ \$80.00/day x 7 teachers
2 nd Sem	Reading First/CDE : 3 Webinars: Vocabulary, Fluency, Assessment	All certified staff	Completion of webinars, built-in assessments, workshop evaluations	CRF BLT	Overtime at \$22.87/hr.
2 nd Sem	S.T.A.N.D. O.U.T. Management training	All certified staff	Walk through documents, decreased referrals, staff input	CQI BLT	\$1500.00

3/23/2007

Modified baj/dlb



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			through goal teams		
July, 2007	Staff Development training for 3 staff members with Marie Carbo -23 rd National Reading Styles Conference in San Antonio in July.	3 Literacy Staff Members	DIBELs data, Core Phonics Survey data, Reutzal-Cooter Survey, CSAP Terra Nova	CRF-BLT, Reading Goal Team	Registration \$495 x 3=\$1,485 Airfare for 3=\$1,200 Hotel for 3 @ \$290/night - \$1,160 Food for 3 @ \$30/day=\$360.00
4 th Qtr	6-Trait writing training with Lynne Ecanbarger is scheduled for May 3 rd . The cost/person is \$169 or \$159 ea. for a team of three.	3 Staff Members	CSAP, Monthly Writing Prompt Data, Terra Nova, D-11 Qtrly Assessments	Writing Goal Team	Team of 3 @ \$159/person= \$477
4 th Qtr	Thinking Maps training with Martha Hanawalt and Cindee Schwartz at Tesla – April 14 th . Cost is \$95/person.	4 Staff Members	CSAP, Monthly Writing Prompt Data, Terra Nova, D-11 Qtrly Assessments	Writing Goal Team	Team of 4 @ \$95/person=380



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Plan/Do/Study/Act

Check box to indicate which content or other goal:

Math X **Reading** **Writing** **Parent Involvement** **Other**

<ul style="list-style-type: none"> <input type="radio"/> Write one school wide goal for each area needed <input type="radio"/> School wide goals are used to lead teacher/class goals <input type="radio"/> Provide results for BAAC Review Quarterly 	<ul style="list-style-type: none"> <input type="radio"/> All Goals must be written in SMART Terms and Standards Based <input type="radio"/> A Goal must be written to remedy specific gaps <input type="radio"/> Strategies must be based in scientifically based research
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Annual Goal: 70% of our students will be Proficient or Advanced in Math on the 2007 CSAP test.

Measure: CSAP

- State your Goal Action Plan for the each quarter. (only fill in 1st quarter by fall)
- Who will do the actions planned? When will data be collected? Who will collect the data? How will the data be collected?
- Remember to include in your plan, the interventions used to address achievements of ALL students – Tier 1, Tier 2, and Tier 3.
- Put the plan in action.
- Study the results. Have results improved? What have you learned?
- Make recommendations for changes for the next quarter. (Goal Action Plan)
- Develop and publish your next quarterly Goal Action Plan

Example:

	Quarter 1 PDSA	Quarter 2 PDSA	Quarter 3 PDSA	Quarter 4 PDSA
<p>(Plan) Quarterly Goal</p> <p>Who are the target groups and what change should occur ?</p>	<p>2006 CSAP data indicates that 64% of our 4th graders and 68% of our 5th graders are proficient or advanced in math. Our main target groups identified in 2006 CSAP testing are:</p> <ul style="list-style-type: none"> • Students with disabilities. Because of the small n, disaggregation of data was not available for students with disabilities. We will focus on all substandard areas and expect all areas to rise by using the strategies outlined in the PDSA below. • Black students. Because of the small n, disaggregation of data was not available for Black students. We will focus on all substandard areas and expect all areas to rise by using the strategies outlined in the PDSA below. • Girls in 4th grade. 48% of all 4th grade 	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>



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	<p>girls scored below proficient in Math. Standards 2 and 3 were the weakest areas for this group. We expect to see a rise the standards 2 and 3 by using the strategies outlined in the PDSA below.</p> <p>We plan to:</p> <ul style="list-style-type: none"> • Increase alignment and implement explicit differentiated instruction. • Implement daily math instruction (90 min in whole and small differentiated groups). • Align our classroom instruction and needs with our support staff, Gifted and Talented teacher, and Special Education department. • Use McCrel and SIOP strategies (i.e-concrete and multi-sensory strategies) 			
<p>(Do) Strategy: What is the optimal strategy to be used & describe how it will be implemented</p>	<p>Textbook—align chapters to District curriculum alignment guide and Fountain-Ft. Carson Instructional Guide Red Hot skills.</p> <p>Implement daily math instruction: 45 minutes (Kindergarten) and 90 minutes (Grades 1-5) in whole and small differentiated groups.</p> <p>Implement differentiated assigned work, homework, centers, and interventions with support from G/T, support staff., and the SpEd department.</p> <p>Follow core program in accordance with recommended curriculum pacing.</p> <p>Bi-monthly Math Goal Team meetings and weekly meetings: Math Goal team member/classroom teacher. Steve McClure (Math goal team member) is also a member of the SpEd department. He will be a liaison between the goal team and the SpEd team.</p> <p>Post Chapter test data and monthly CBM data as part of our school-wide data</p>	<p>Continue to implement daily math instruction: 45 minutes (Kindergarten) and 90 minutes (Grades 1-5) in whole and small differentiated groups.</p> <p>Continue to implement differentiated assigned work, homework, centers, and interventions with support from G/T, support staff., and the SpEd department.</p> <p>Follow core program in accordance with recommended curriculum pacing.</p> <p>Continue bi-monthly Math Goal Team meetings and weekly meetings: Math Goal team member/classroom teacher. Steve McClure (Math goal team member) is also a member of the SpEd department. He will be a liaison between the goal team and the SpEd team.</p> <p>Continue to post Chapter test data and monthly CBM data as part of our school-wide data analysis and data dialogue. We will also dedicate the first grade level meeting of 2nd qtr to address data</p>	<p>Implement Red Hot boxes. There is one box for each grade level. These boxes contain grade level Red Hots, Data sheets, and folders for lessons. Teachers will provide lessons and manipulatives for small group instruction.</p> <p>Continue to implement daily math instruction: 45 minutes (Kindergarten) and 90 minutes (Grades 1-5) in whole and small differentiated groups</p> <p>Continue to implement differentiated assigned work, homework, centers, and interventions with support from G/T, support staff., and the SpEd department.</p> <p>Continue to follow core program in accordance with recommended curriculum pacing.</p> <p>Continue bi-monthly Math Goal Team meetings and weekly meetings: Math Goal team member/classroom teacher. Steve McClure (Math goal team member) is also a member of the SpEd department. He will be a liaison between the goal team and the SpEd team.</p> <p>Continue to post Chapter test data</p>	<p>Continue to implement daily math instruction: 45 minutes (Kindergarten) and 90 minutes (Grades 1-5) in whole and small differentiated groups</p> <p>Continue to implement differentiated assigned work, homework, centers, and interventions with support from G/T, support staff., and the SpEd department.</p> <p>Continue to follow core program in accordance with recommended curriculum pacing.</p> <p>Continue bi-monthly Math Goal Team meetings and weekly meetings: Math Goal team member/classroom teacher. Steve McClure (Math goal team member) is also a member of the SpEd department. He will be a liaison between the goal team and the SpEd team.</p> <p>Continue to post Chapter test data</p>



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	<p>analysis and data dialogue.</p> <p>After an October training, Steve McClure will hold a Touch Math training workshop for the Special Education Department.</p> <p>Implement “ELL Learner” section of Teacher’s Guide during small groups. Differentiate seatwork, centers, and homework.</p> <p>Purchase, train and implement S.T.A.N.D. O.U.T. Math curriculum. Implement a S.T.A.N.D. O.U.T. Math parent night.</p> <p>Check with new teachers and teachers assigned to new grade level for math support material requests.</p> <p>Distribute District e-skills sheets by email and place on R:drive.</p> <p>Update D-11 Curriculum Alignment Guide prior to school starting.</p> <p>Distribute Fountain-Ft. Carson Instructional Guide to each classroom teacher and support personnel/team prior to school starting.</p> <p>Utilize Gifted/Talented and SPED team for differentiation.</p> <p>Distribute/process requested items from math orders and setup a checkout system for items that will be used building-wide</p> <p>Distribute Math Flash cards for all grades (Grades: PreSchool-K-1: +/-, Grades 2-3-4-5: x /).</p> <p>Implement SuccessMaker computer tutorial for intervention level students in grades 2-5.</p>	<p>collection, analysis, and actions.</p> <p>Implement a new scoring scale that is more closely aligned with CSAP. Re-evaluate at the end of the quarter.</p> <p>Steve McClure will hold a Touch Math training workshop for all staff. Implement TouchMath with SpEd staff in grades K-2, implement in grades 3-5 as needed.</p> <p>Continue to implement “ELL Learner” section of Teacher’s Guide during small groups. Differentiate seatwork, centers, and homework. Increase use of Mental Models. Create “T” form and poster for each grade level.</p> <p>Purchase (train in November) and implement S.T.A.N.D. O.U.T. Math curriculum.</p> <p>Check with new teachers and teachers assigned to new grade levels for math support material requests.</p> <p>Distribute District e-skills sheets by email and place on R:drive.</p> <p>Utilize Gifted/Talented and SPED team for differentiation.</p> <p>Inventory math manipulatives and setup checkout procedures.</p> <p>Order and Distribute Math Flash cards for all students (Grades: PreSchool-K-1: +/-, Grades 2-3-4-5: x /). Also order 2 extra sets per classroom and for SpEd.</p> <p>Implement SuccessMaker computer tutorial for intervention level students in grades 2-5.</p> <p>Implement <u>Knowing Mathematics</u> with SpEd students who are 2 or more grade levels behind.</p> <p>Implement Brain Cogs Cognitive Strategy System, a research-based interactive multi-sensory technology program, in classrooms and the lab to address learning styles and increase test-taking abilities.</p>	<p>Continue to post Chapter test data and monthly CBM data as part of our school-wide data analysis and data dialogue.</p> <p>Continue to implement a new scoring scale that is more closely aligned with CSAP. Re-evaluate at the end of the quarter.</p> <p>Continue to implement TouchMath with SpEd staff in grades K-2, implement in grades 3-5 as needed. Steve McClure and June Nevarez will hold a Touch Math training workshop for all staff before and after school on January 24, 2007. Instruct in the use of TouchMath Word Problems for upper grades.</p> <p>Continue to implement “ELL Learner” section of Teacher’s Guide during small groups. Differentiate seatwork, centers, and homework. Increase use of Mental Models. Create “T” form and poster for each grade level.</p> <p>Continue to implement S.T.A.N.D. O.U.T. Math curriculum twice a week. Complete second round of teacher training.</p> <p>Implement S.T.A.N.D. O.U.T. Math CSAP prep curriculum 2 weeks prior to CSAP. Also, implement S.T.A.N.D. O.U.T. Math CSAP prep assembly for grades 3-5 in Jan. or Feb. Hire S.T.A.N.D. O.U.T. Math consultant to model lessons for a full day.</p> <p>Host a S.T.A.N.D. O.U.T. Math Parent Night on Feb. 1, 2007. Parents will be trained in the curriculum while students participate in a “Make and Take” workshop.</p> <p>Inventory math manipulatives and setup checkout procedures.</p> <p>Order and Distribute Math Flash cards for all students (Grades: PreSchool-K-1: +/-, Grades 2-3-4-5: x /). Also order 2 extra sets per classroom</p>	<p>and monthly CBM data as part of our school-wide data analysis and data dialogue.</p> <p>Continue to implement a new scoring scale that is more closely aligned with CSAP.</p> <p>Continue to implement TouchMath with SpEd staff in grades K-2, implement in grades 3-5 as needed. Instruct in the use of TouchMath Word Problems for upper grades.</p> <p>Continue to implement “ELL Learner” section of Teacher’s Guide during small groups. Differentiate seatwork, centers, and homework. Increase use of Mental Models. Create “T” form and poster for each grade level.</p> <p>Continue to implement S.T.A.N.D. O.U.T. Math curriculum twice a week.</p> <p>Inventory math manipulatives and setup checkout procedures.</p> <p>Order and Distribute Math Flash cards for all students (Grades: PreSchool-K-1: +/-, Grades 2-3-4-5: x /). Also order 2 extra sets per classroom and for SpEd.</p> <p>Implement SuccessMaker computer tutorial for all students in Grade 3.</p> <p>Implement Brain Cogs Cognitive Strategy System.</p> <p>Purchase math consumables and manipulatives for 2007-08.</p> <p>Purchase 2007-2008 CSAP Test Prep materials from Scott-Foresman.</p>
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		<p>This software has been district approved and used at Longfellow Elementary with great success. Funding to create this program was provided by the US Dept. Of Education.</p>	<p>and for SpEd.</p> <p>Implement SuccessMaker computer tutorial for intervention level students in grades 2-5. Also, instead of implementing <u>Knowing Mathematics</u> with intervention level students, use the remediation curriculum in our math series.</p> <p>Implement Brain Cogs Cognitive Strategy System, a research-based interactive multi-sensory technology program, in classrooms and the lab to address learning styles and increase test-taking abilities. This software has been district approved and used at Longfellow Elementary with great success. Funding to create this program was provided by the US Dept. Of Education.</p> <p>Implement a STANDOUT Math Classroom management seminar to help support implementation of STANDOUT Math as well as all other curriculum.</p>	
<p>Resources:</p> <p>Fiscal/Human Professional Development Budget needs (Title I)</p>	<p>TouchMath Training for Steve McClure: \$200.00</p> <p>S.T.A.N.D. O.U.T. Math training : \$5,600.00</p> <p>S.T.A.N.D. O.U.T. Math Parent Night: \$400.00</p> <p>Math Flash Cards: \$850.00</p> <p>Math support materials: \$500</p>	<p>Red-Hot skill boxes and materials: \$300.00</p> <p>Brain Cogs and Essay Express: combined price: \$2,000</p> <p>"I" Form Mental Model from Print Shop: \$70.00</p>	<p>Math Flash Cards: \$850.00</p> <p>TouchMath Word Problems for upper grades: \$300.00</p> <p>S.T.A.N.D. O.U.T. Math Parent Night "Assembly": \$299.00.</p> <p>S.T.A.N.D. O.U.T. Math Parent Night: food/ beverages/ door prizes manipulatives-bags/printing/paper goods: \$750.00</p> <p>S.T.A.N.D. O.U.T. Math CSAP prep assembly: \$299.00.</p> <p>S.T.A.N.D. O.U.T. Math Classroom Management seminar. (One date in Jan, one in Feb). \$500.00</p> <p>S.T.A.N.D. O.U.T. Math consultant visit: \$499.00.</p>	<p>Math Flash Cards: \$850.00</p> <p>Math consumables and manipulatives for 2007-08: \$5,000.00</p> <p>CSAP Test Prep Materials: \$800.00</p>
<p>Person(s) Responsible:</p>	<p>K-5 Teachers Priscilla Barsotti Classroom Teachers G/T, SpEd, and support staff Math Goal Team</p>	<p>K-5 Teachers Priscilla Barsotti Classroom Teachers G/T, SpEd, and support staff Math Goal Team</p>	<p>K-5 Teachers Priscilla Barsotti Classroom Teachers G/T, SpEd, and support staff Math Goal Team</p>	<p>K-5 Teachers Priscilla Barsotti Classroom Teachers G/T, SpEd, and support staff Math Goal Team</p>



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Evaluation Methods:	Terra Nova District Eleven Quarterly Assessments Chapter tests, Monthly school CBMs, Timed math fact tests	Terra Nova District Eleven Quarterly Assessments Chapter tests, Monthly school CBMs, Timed math fact tests	Terra Nova District Eleven Quarterly Assessments Chapter tests, Monthly school CBMs, Timed math fact tests	Terra Nova, CSAP D-11 Quarterly Assessments, Chapter tests, Monthly school CBMs, Timed math fact tests
(Study) Results: Describe your student results based on your actions. Example: Percentage of students at or above proficient (show numbers)	Chapter 1 data from 10/13 classes indicate 58.9% of our students are scoring 70% or above. Chapter 2 data from 9/13 classes indicate 57.4% of our students are scoring 70% or above. Chapter 3 data from 2/13 classes indicate 69.7% of our students are scoring 70% or above.	Chapter 1 data indicate a school average of 73% (92% of classes reporting). Chapter 2 data indicate a school average of 71% (85% of classes reporting). Chapter 3 data indicate a school average of 71% (85% of classes reporting). Chapter 4 data indicate a school average of 71% (92% of classes reporting). Chapter 5 data indicate a school average of 78% (79% of classes reporting). Chapter 6 data indicate a school average of 80% (57% of classes reporting). Terra Nova results from quarter 1 indicate the following weakest sub-standards: <u>Grade 2:</u> Computation/Estimation (2 nd percentile) Number/Num relations (5 th percentile) Measurement (7 th percentile) <u>Grade 3:</u> Computation/Estimation (7 th percentile) <u>Grade 4:</u> Computation/Estimation (13 th percentile) <u>Grade 5:</u> Computation/Estimation(11 th percentile) Measurement(11 th percentile) Monthly computation assessments are also given. We use the end of the year timed computation assessment each month. >September data (90% of classes reporting) indicate an average score of 25% correct school-wide. >October data (79% of classes reporting) indicates an average score of 29% correct. >November data (57% of classes reporting) indicate an average score of 37% correct. >December data (50% of classes reporting) indicate an average score of 44% correct.	Chapter 4 data indicate a school average of 71% (92% of classes reporting). Chapter 5 data indicate a school average of 78% (79% of classes reporting). Chapter 6 data indicate a school average of 77% (71% of classes reporting). Chapter 7 data indicate a school average of 79% (43% of classes reporting). Monthly computation assessments are also given. We use the "End of the year timed computation assessment" for a monthly timed assessment. >November data (64% of classes reporting) indicate an average score of 36% correct. >December data (50% of classes reporting) indicate an average score of 44% correct. >January data (43% of classes reporting) indicate an average score of 53% correct. >February data (36% of classes reporting) indicate an average score of 51% correct.	
(Act) Changes based on the Results:	Intervention Math programs (Knowing	Increase the pacing of S.T.A.N.D. O.U.T.	Increase the pacing of S.T.A.N.D.	



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<p>If changes are necessary for next quarter, select the strategy, document the changes and do the plan again</p>	<p>Mathematics and SuccessMaker) will be implemented in grades 2-5.</p>	<p>Math curriculum twice a week. Instead of implementing <u>Knowing Mathematics</u> with intervention level students, use the remediation curriculum in our math series.</p>	<p>O.U.T. Math curriculum twice a week. Instead of implementing <u>Knowing Mathematics</u> with intervention level students, use the remediation curriculum in our math series. Purchase the math flash cards to go home in summer practice packets.</p>	
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To be shared with Executive Director(s) of School Leadership each Quarter

Can the strategy or strategies that are working be shared to benefit other areas in the District?

- Opportunities to share in the building
- Opportunities to share in similar buildings
- Opportunities to share district-wide



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Plan/Do/Study/Act

Check box to indicate which content or other goal:

Math _____ Reading X Writing _____ Parent Involvement _____ Other _____

<input type="radio"/> Write one school wide goal for each area needed <input type="radio"/> School wide goals are used to lead teacher/class goals <input type="radio"/> Provide results for BAAC Review Quarterly	<input type="radio"/> All Goals must be written in SMART Terms and Standards Based <input type="radio"/> A Goal must be written to remedy specific gaps <input type="radio"/> Strategies must be based in scientifically based research
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Annual Goal: 70% of our students will be Proficient or Advanced in Reading on the 2007 CSAP test.

Measure: CSAP

- State your Goal Action Plan for the each quarter. (only fill in 1st quarter by fall)
- Who will do the actions planned? When will data be collected? Who will collect the data? How will the data be collected?
- Remember to include in your plan, the interventions used to address achievements of ALL students – Tier 1, Tier 2, and Tier 3.
- Put the plan in action.
- Study the results. Have results improved? What have you learned?
- Make recommendations for changes for the next quarter. (Goal Action Plan)
- Develop and publish your next quarterly Goal Action Plan

Example:

	Quarter 1 PDSA	Quarter 2 PDSA	Quarter 3 PDSA	Quarter 4 PDSA
<p>(Plan) Quarterly Goal</p> <p>Who are the target groups and what change should occur ?</p>	<p>2006 CSAP data indicates that 47% of our 4th graders and 69% of our 5th graders are proficient or advanced in reading. Our main target groups identified in 2006 CSAP testing are:</p> <ul style="list-style-type: none"> • Students with Disabilities. Because of the small n, disaggregation of data was not available for students with disabilities in third grade. Fourth grade students with disabilities were weakest in Standard 4, Subcontent:Non-Fiction- 0% proficient/advanced. • Black students. Because of the small n, disaggregation of data was not available 	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarters 1-3</p>



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	<p>for students in 4th and 5th grades.</p> <p>Overall, Subcontent: Non-Fiction was our weakest area with 65% of 4th graders and 56% of 5th graders scoring below proficient. We will focus on all substandard areas with the focus groups, but will give extra attention to Subcontent Non-Fiction. We expect to see a rise in all areas by using the strategies outlined in the PDSA below.</p> <p>We plan to:</p> <ul style="list-style-type: none"> • Increase alignment and implement explicit differentiated instruction. • Implement Open Court core reading program with 90 min of reading in whole and small differentiated groups. • Align our classroom instruction and needs with our support staff, Gifted and Talented teacher, and Special Education department. • Use McCrel and SIOP strategies (i.e-concrete and multi-sensory strategies). 			
<p>(Do) Strategy:</p> <p>What is the optimal strategy to be used & describe how it will be implemented</p>	<p>Implement Open Court and our Reading First grant as per the requirements of our grant/CDE while focusing explicitly on: vocabulary, comprehension, and data analysis.</p> <p>Implement DIBELS and the Core Phonics Survey assessments.</p>	<p>Continue to implement Open Court per the requirements of our Read First grant, while focusing explicitly on: vocabulary, comprehension, and data analysis.</p> <p>Continue to Implement DIBELS, Reutzel-Cooter, and Core Phonics Survey assessments.</p> <p>Continue to implement the Data Analysis process to create</p>	<p>Continue to implement Open Court per the requirements of our Read First grant, while focusing explicitly on: vocabulary, comprehension, and data analysis.</p> <p>Continue to Implement DIBELS and Core Phonics Survey assessments.</p> <p>Continue to implement the Data Analysis process to create instructional focus groups.</p> <p>Continue to train all teaching staff in the Core Phonics Survey and on accessing the Oregon</p>	<p>Continue to implement Open Court per the requirements of our Read First grant, while focusing explicitly on: vocabulary, comprehension, and data analysis.</p> <p>Continue to Implement DIBELS, Core Phonics Survey assessments, ERI kinder assessments, and Open Court assessments.</p> <p>Continue to implement the Data Analysis process to continue with</p>



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	<p>Implement new Data Analysis process to create instructional focus groups.</p> <p>Train all teaching staff in Open Court, DIBELS, and the Core Phonics Survey</p> <p>Implement intervention groups during Open Court small group instruction. These are students who are identified “intensive” with the DIBELS assessment. Interventionists will pre-teach and re-teach Open Court lessons from the Open Court Intervention Guide.</p> <p>Implement differentiated assigned work and interventions with support from G/T, support staff, and the SpEd department.</p> <p>Implement multi-sensory tutoring at all grade levels</p> <p>Complete CDE webinars as per the Reading First grant.</p> <p>Implement a Family Literacy Night to encourage literacy and help increase home libraries by providing each child with a book.</p> <p>Implement kindergarten and first grade Language for Learning. Tutorial groups for 30 minutes daily</p> <p>Bi-monthly Reading Goal Team and CRF Building Leadership Team meetings. Julie Foster (Reading goal team member) is also a member of the SpEd department. She will be a liaison between the goal team and the SpEd team.</p>	<p>instructional focus groups.</p> <p>Continue to train all teaching staff in the Core Phonics Survey and on accessing the Oregon DIBELS website to monitor student progress.</p> <p>Continue to implement: intervention groups during Open Court small group instruction, differentiated assigned work, interventions with support from G/T, support staff, and the SpEd department, and multi-sensory tutoring at all grade levels.</p> <p>Identify bubble/Red-Hot kids, select a replacement core program, and hire an interventionist to work with these students using Reading Naturally, Read 180, and/or Horizons.</p> <p>Identify bubble/”cusp” students and create a differentiated plan utilizing G/T, support staff, and the SpEd department.</p> <p>Review CDE expectations regarding webinars.</p> <p>Implement a Family Literacy Night to encourage literacy and help increase home libraries by providing each child with a book.</p> <p>Implement kindergarten and first grade Language for Learning. Tutorial groups for 30 minutes daily</p> <p>Continue bi-monthly Reading Goal Team and CRF Building Leadership Team meetings. Julie Foster (Reading goal team member) is also a member of the SpEd department. She will be a liaison between the goal team and the SpEd team.</p> <p>Implement Brain Cogs Cognitive Strategy System, a research-based interactive multi-sensory technology program, in classrooms and the lab to address learning styles and increase test-taking abilities. This software has been district approved</p>	<p>DIBELS website to monitor student progress.</p> <p>Continue to implement: intervention groups during Open Court small group instruction, differentiated assigned work, interventions with support from G/T, support staff, and the SpEd department, and multi-sensory tutoring at all grade levels.</p> <p>Identify bubble/Red-Hot kids, implement a replacement core program, and hired an interventionist to work with these students using Reading Naturally, Read 180, and/or Horizons.</p> <p>Identify bubble/”cusp” students and continue to create a differentiated plan utilizing G/T, support staff, and the SpEd department.</p> <p>Review CDE expectations regarding webinars at the CRF BLT meetings. Webinar dates are set: 2-26: 1 hour of a staff meeting will be dedicated to the ASSESSMENT webinar 3-9 ½ of a professional development day will be dedicated to the VOCABULARY webinar 4-27 ½ of an assessment day will be dedicated to the FLUENCY webinar. Kelly Chandler will be facilitating the sessions.</p> <p>Continue to implement Family Literacy Nights to encourage literacy and help increase home libraries by providing each child with a book.</p> <p>Continue to implement kindergarten and first grade Language for Learning. Tutorial groups for 30 minutes daily.</p> <p>Continue bi-monthly Reading Goal Team and CRF Building Leadership Team meetings. Julie Foster (Reading goal team member) is also a member of the SpEd department. She will be a liaison between the goal team and the SpEd team and will advocate more for the RTI process.</p> <p>Implement Brain Cogs Cognitive Strategy System, a research-based interactive multi-sensory technology program, in classrooms and the lab to address learning styles and increase test-taking abilities. This software</p>	<p>instructional focus groups.</p> <p>Continue to implement: intervention groups during Open Court small group instruction, differentiated assigned work, interventions with support from G/T, support staff, and the SpEd department, multi-sensory tutoring at all grade levels, & ERI to kindergarteners.</p> <p>Expand Horizons program expanding tutor hours to 4.5/day.</p> <p>Use a differentiated plan utilizing G/T, support staff, and the SpEd department.</p> <p>Complete webinar on Assessment on 4-27 (½ of an assessment day will be dedicated to the webinar). Kelly Chandler will be facilitating the session.</p> <p>Continue to implement Family Literacy Nights to encourage literacy and help increase home libraries by providing each child with a book</p> <p>Continue to implement kindergarten and first grade (those who need it and qualify for) Language for Learning. Tutorial groups for 30 minutes daily.</p> <p>Continue monthly Reading Goal Team and CRF Building Leadership Team meetings. Sara Miller will be the liaison between the goal team and the SpEd team and will advocate more for the RTI process, as well as help to implement the RTI process.</p> <p>Implement Brain Cogs Cognitive Strategy System</p> <p>Purchase and implement SIPPs- a Scott Foresman Intervention program for second and third grade focusing on multisyllabic instruction.</p> <p>Purchase and implement Scott Foresman Early Reading Intervention program for kindergarten and 1st grade—taught by two new Reading Interventionists</p>
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		<p>and used at Longfellow Elementary with great success. Funding to create this program was provided by the US Dept. Of Education.</p>	<p>has been district approved and used at Longfellow Elementary with great success. Funding to create this program was provided by the US Dept. Of Education.</p> <p>Purchase and implement SIPPs- a Scott Foresman Intervention program for third grade focusing on multisyllabic decoding.</p> <p>Purchase and implement Scott Foresman Early Reading Intervention program for kindergarten—taught by two new Reading Interventionists</p> <p>Headphones for computers in the classrooms and lab to support new reading intervention programs such as Read Naturally and Read 180.</p>	<p>Staff Development training for 3 staff members with Marie Carbo -23rd National Reading Styles Conference in San Antonio in July.</p> <p>Purchase Read 180 Leveled Library.</p> <p>Purchase Open Court Supplemental Materials (sets of 10) for all grades.</p> <p>Purchase successful test taking practice guides-reading/writing for 2007-2008: grades 3-4-5.</p> <p>Purchase successful test taking practice guides-reading/writing for 2007-2008: grades K-1-2.</p>
<p>Resources:</p> <p>Fiscal/Human</p> <p>Professional Development</p> <p>Budget needs (Title I)</p>	<p>Title Budget:</p> <p>CRF training (CRF K-3, Title funds Gr. 4-5): \$2401.35</p> <p>Multi-sensory Instruction: \$20,000.00</p> <p>Book Study: I've DIBEL'd, Now What?, Open Court Appendices, Webinars, Data dialogue, DIBELS, Core Phonics Survey, Goal Team meetings, Grade level Meetings, Building Leadership Team meetings:\$27,615.53</p>	<p>New Reading interventionist: \$7,000.00</p> <p>Brain Cogs and Essay Express: combined price: \$2,000</p> <p>Horizons Reading Program: \$2,500</p>	<p>2 New Kindergarten Reading Interventionists: \$10,000.00</p> <p>Brain Cogs and Essay Express: combined price: \$2,000</p> <p>Read 180 Interventionist (\$22.87/hr. x 3 hours a week)=\$68.61/hr.</p> <p>SIPPs teaching materials- \$600.00</p> <p>Headphones for classrooms and lab: \$1,200</p> <p>Literacy Night: \$500.00</p> <p>Early Reading Intervention Program: \$2,500.00</p> <p>21 hours of webinar training in vocabulary, comprehension, assessment @ \$22.87/hr.</p>	<p>SIPPs teaching materials- \$1,200.00</p> <p>Horizons tutor:\$21.77/hour, 4.5 hours/day, for 9 weeks.</p> <p>Literacy Night: \$500.00</p> <p>23rd National Reading Styles Conference in San Antonio, Texas with presenter Marie Carbo.</p> <p>Registration \$495 x 3=\$1,485</p> <p>Airfare for 3= \$1,200</p> <p>Hotel for 3 @ \$290/night - \$1,160</p> <p>Food for 3 @ \$30/day=\$360.00</p> <p>Purchase Read 180 library: \$2500</p> <p>Early Reading Intervention Program replacement materials: \$450.00</p> <p>Open Court Materials 07/08: \$16,500.00</p> <p>Open Court Supplemental Books: \$ 32,500.00</p> <p>Materials and snacks for Family Literacy Nights: \$600.00</p> <p>Successful Test Taking Reading/Writing for grades 3-4-5: \$400.00</p> <p>Successful Test Taking Reading/Writing for grades K-1-2: \$400.00</p> <p>Completion of 21 hours of webinar training in vocabulary, comprehension,</p>



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				assessment @ \$22.87/hr.
Person(s) Responsible:	K-5 Teachers Reading Goal Team CRF BLT (Colorado Read First Building Leadership Team) Literacy team: LRT Reading First Coach Data and G/T Coach Multi-Sensory tutor Priscilla Barsotti Classroom, Special Education team, Intervention tutors, and Support Staff LEA		K-5 Teachers Reading Goal Team CRF BLT (Colorado Read First Building Leadership Team) Literacy team: LRT Reading First Coach Data and G/T Coach Multi-Sensory tutor Priscilla Barsotti Classroom, Special Education team, Intervention tutors, and Support Staff LEA	K-5 Teachers Reading Goal Team CRF BLT (Colorado Read First Building Leadership Team) Literacy team: LRT Reading First Coach Data and G/T Coach Multi-Sensory tutor Horizons interventionist 2 Early Reading Interventionists Priscilla Barsotti Classroom, Special Education team, Intervention tutors, and Support Staff LEA
Evaluation Methods:	Terra Nova DIBELS CORE Phonics Survey Open Court Assessments Horizons Assessment (for replacement core)	Terra Nova results from quarter 1 indicate the following weakest standards: <u>Grade 2:</u> Evaluate/Extend Meaning (10 th percentile) Basic Understanding (13 th percentile) <u>Grade 3:</u> Basic Understanding (20 th percentile) <u>Grade 4:</u> Basic Understanding (13 th percentile) Analyze text (13 th percentile) <u>Grade 5:</u> Analyze Text (25 th percentile)	DIBELS CORE Phonics Survey Open Court Assessments Horizons Assessment (for replacement core)	DIBELS CORE Phonics Survey Open Court Assessments Horizons Assessment (for replacement core) Bear Assessment Early Reading Intervention Assessment District Eleven Quarterly Assessments Grades 2-5
(Study) Results: Describe your student results based on your actions. Example: Percentage of students at or above proficient (show numbers)	50% of our K-5 population, regardless of ethnicity, is below proficiency in reading per DIBELS data.	60% of our K-5 population, regardless of ethnicity is below proficiency in reading per DIBELS data. (Intensive + Strategic)	51.8% of our K-5 population, regardless of ethnicity is below proficiency in reading per DIBELS data. (Intensive + Strategic) 48% of our K-5 population, regardless of ethnicity is at proficiency or above in reading per DIBELS data (Benchmark and Advanced)	
(Act) Changes based on the Results: If changes are necessary for next quarter, select the	We are researching an alternative core program.	We have found a replacement core for the lowest 2 nd & 3 rd graders (Horizons).	We are using SIPPS for all of 3 rd grade students to focus on multi-syllables. We have implemented Early Reading	In 2007-2008 school year, we will be adding Early Reading Intervention for 1 st grade students, beginning during the first weeks of school and kindergarten



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strategy, document the changes and do the plan again		We have Read 180 for the lowest 4 th & 5 th graders.	Intervention for the lowest kindergarten students. We are adding more time for the lowest 2 nd and 3 rd grade students for the Horizons intervention program.	will begin second quarter. In 2007-2008, we will be using SIPPS for all 3 rd graders, starting at the beginning of the year and 2 nd graders will begin second quarter.
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To be shared with Executive Director(s) of School Leadership each Quarter

Can the strategy or strategies that are working be shared to benefit other areas in the District?

- Opportunities to share in the building
- Opportunities to share in similar buildings
- Opportunities to share district-wide



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Plan/Do/Study/Act

Check box to indicate which content or other goal:

Math _____ **Reading** _____ **Writing** **X** **Parent Involvement** _____ **Other** _____

<ul style="list-style-type: none"> <input type="radio"/> Write one school wide goal for each area needed <input type="radio"/> School wide goals are used to lead teacher/class goals <input type="radio"/> Provide results for BAAC Review Quarterly 	<ul style="list-style-type: none"> <input type="radio"/> All Goals must be written in SMART Terms and Standards Based <input type="radio"/> A Goal must be written to remedy specific gaps <input type="radio"/> Strategies must be based in scientifically based research
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Annual Goal: 70% of our students will be Proficient or Advanced in Writing on the 2007 CSAP test.

Measure: CSAP

- State your Goal Action Plan for the each quarter. (only fill in 1st quarter by fall)
- Who will do the actions planned? When will data be collected? Who will collect the data? How will the data be collected?
- Remember to include in your plan, the interventions used to address achievements of ALL students – Tier 1, Tier 2, and Tier 3.
- Put the plan in action.
- Study the results. Have results improved? What have you learned?
- Make recommendations for changes for the next quarter. (Goal Action Plan)
- Develop and publish your next quarterly Goal Action Plan

Example:

	Quarter 1 PDSA	Quarter 2 PDSA	Quarter 3 PDSA	Quarter 4 PDSA
<p>(Plan) Quarterly Goal</p> <p>Who are the target groups and what change should occur?</p>	<p>2006 CSAP data indicates that 34% of our 4th graders and 46% of our 5th graders are proficient or advanced in writing. Our main target groups identified in 2006 CSAP testing are:</p> <ul style="list-style-type: none"> • Students with disabilities. Because of the small n, disaggregation of data was not available for students with disabilities in third grade. Fourth grade students with disabilities are weakest in Standard 2, Subcontent: Paragraph Writing and Mechanics with 0% proficient/advanced. • Black students. Because of the small n, disaggregation of data was not available 	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>



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	<p style="text-align: center;">for Black students</p> <p>Summary data shows 4th grade to be weakest in Standard 3 (79% of students are below proficient), Subcontent: Grammar Use (79% of students below proficiency). 5th grade is weakest in Standard 2 (62% of students are below proficient), Subcontents: Paragraph Writing and Mechanics (both indicate 65% of our students are below proficient). We will focus on all substandard areas detailed above. We expect to see a rise in all areas by using the strategies outlined in the PDSA below.</p> <p>We plan to:</p> <ul style="list-style-type: none"> • Increase alignment and implement explicit differentiated instruction. • Implement Write Source curriculum and Step Up to Writing/ 6-Trait Scope and Sequence Guide in a 30-45 minute writing block taught in whole and small differentiated groups. • Align our classroom instruction and needs with our support staff, Gifted and Talented teacher, and Special Education department. • Use McCrel and SIOP strategies (i.e-concrete and multi-sensory strategies). 			
<p>(Do) Strategy: What is the optimal strategy to be used & describe how it will be implemented</p>	<p>Implement a 30-45 minute writing block.</p> <p>Review Open Court writing curriculum to see how it aligns with our current writing curriculum (Step Up To</p>	<p>Continue to fully implement our 30-45 minute writing block in all classrooms.</p> <p>Continue to review Open Court writing curriculum to see how it aligns with our current writing curriculum (Step Up To Writing, 6 –Trait), the D-11 Curriculum</p>	<p>Continue to fully implement our 30-45 minute writing block in all classrooms.</p> <p>Continue to review Open Court writing curriculum to see how it aligns with our current writing</p>	<p>Continue to fully implement our 30-45 minute writing block in all classrooms.</p> <p>Continue to review Open Court writing curriculum to see how it aligns with our current writing curriculum (Step Up To Writing, 6 –Trait), the D-11 Curriculum</p>



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	<p>Writing, 6 –Trait), the D-11 Curriculum Alignment Guides (attn. given to aligning modes of writing discussed by T. Clementi in Spring 2005), and the Fountain Ft. Carson Instruction Guide red hot skills.</p> <p>Implement monthly/bi-quarterly writing prompts.</p> <p>Review student data folders and align K-5.</p> <p>Train new staff in 6-Trait/Step Up to Writing curriculum..</p> <p>Align collection and posting of class data and school data.</p> <p>Implement differentiated assigned work and interventions with support from G/T, support staff, and the SpEd department.</p> <p>Bi-monthly Writing Goal Team meetings. Kate Shannon (Writing goal team member) is also a member of the SpEd department. She will be a liaison between the goal team and the SpEd team.</p> <p>Align expository writing planning sheets school-wide.</p> <p>Explore aligned planning sheets for narrative writing school-wide.</p> <p>Ensure that all grades have one <i>Write Source</i> classroom set for lesson development and reference.</p> <p>Ensure that all classes have a set of 6-Trait writing posters. Train new staff on the use of the posters.</p> <p>Ensure that all classes have a set of 6-Trait writing posters. Train new staff on the use of the posters.</p> <p>Explore development of a color-coded editing plan for students as follows: Orange = I</p>	<p>Alignment Guides (attn. given to aligning modes of writing discussed by T. Clementi in Spring 2005), and the Fountain Ft. Carson Instruction Guide red hot skills.</p> <p>Continue to implement monthly/bi-quarterly writing prompts.</p> <p>Continue to review student data folders and align K-5.</p> <p>Plan training for new staff in 6-Trait/Step Up to Writing curriculum.</p> <p>Continue to align collection and posting of class data and school data.</p> <p>Continue to implement differentiated assigned work and interventions with support from G/T, support staff, and the SpEd department.</p> <p>Continue Bi-monthly Writing Goal Team meetings. Kate Shannon (Writing goal team member) is also a member of the SpEd department. She will be a liaison between the goal team and the SpEd team.</p> <p>Continue to align expository writing planning sheets school-wide.</p> <p>Continue to explore aligned planning sheets for narrative writing school-wide.</p> <p>Ensure that all grades have one <i>Write Source</i> classroom set for lesson development and reference.</p> <p>Ensure that all classes have a set of 6-Trait writing posters. Train new staff on the use of the posters.</p> <p>Explore development of a color-coded editing plan for students as follows: Orange = I have read my paper aloud while writing and when finished; Red = capitals; Blue = punctuation; Green = spelling of priority words; Orange = I have reread my paper aloud after editing. Posters could be designed to prompt and support students as they edit their writing.</p>	<p>curriculum (Step Up To Writing, 6 –Trait), the D-11 Curriculum Alignment Guides (attn. given to aligning modes of writing discussed by T. Clementi in Spring 2005), and the Fountain Ft. Carson Instruction Guide red hot skills.</p> <p>Continue to implement monthly/bi-quarterly writing prompts.</p> <p>Continue to review student data folders and align K-5.</p> <p>Plan training for new staff in 6-Trait/Step Up to Writing curriculum.</p> <p>Continue to align collection and posting of class data and school data.</p> <p>Continue to implement differentiated assigned work and interventions with support from G/T, support staff, and the SpEd department.</p> <p>Continue Bi-monthly Writing Goal Team meetings. Kate Shannon (Writing goal team member) is also a member of the SpEd department. She will be a liaison between the goal team and the SpEd team.</p> <p>Continue to align expository writing planning sheets school-wide.</p> <p>Continue to explore aligned planning sheets for narrative writing school-wide.</p> <p>Explore development of a color-coded editing plan for students as follows: Orange = I have read my paper aloud while writing and when finished; Red = capitals; Blue = punctuation; Green = spelling of priority words; Orange = I have reread my paper aloud</p>	<p>Alignment Guides (attn. given to aligning modes of writing discussed by T. Clementi in Spring 2005), and the Fountain Ft. Carson Instruction Guide red hot skills.</p> <p>Continue to implement monthly/bi-quarterly writing prompts.</p> <p>Distribute student data sheets teachers for use in individual data folders.</p> <p>6-Trait writing training with Lynne Ecanbarger is scheduled for May 3rd. The cost/person is \$169 or \$159 ea. for a team of three.</p> <p>Thinking Maps training with Martha Hanawalt and Cindee Schwartz at Tesla – April 14th. Cost is \$95/person.</p> <p>Continue to align collection and posting of class data and school data.</p> <p>Continue to implement differentiated assigned work and interventions with support from G/T, support staff, and the SpEd department.</p> <p>Continue Bi-monthly Writing Goal Team meetings. Kate Shannon (Writing goal team member) is also a member of the SpEd department. She will be a liaison between the goal team and the SpEd team.</p> <p>Continue to explore aligned planning sheets for narrative writing school-wide. Explore development of a color-coded editing plan for students as follows: Orange = I have read my paper aloud while writing and when finished; Red = capitals; Blue = punctuation; Green = spelling of priority words; Orange = I have reread my paper aloud after editing.</p> <p>Planning portion of prompts that have to do with family history or ancestry will be administered.</p> <p>Plan/Book Study with the following books: <u>Craft Lessons</u>, <u>Blowing Away the State Writing Assessment Test</u>, <u>Writing for the Primary Years</u>, <u>Writing for the Intermediate Years</u></p>
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	<p>have read my paper aloud while writing and when finished; Red = capitals; Blue = punctuation; Green = spelling of priority words; Orange = I have reread my paper aloud after editing. Posters could be designed to prompt and support students as they edit their writing.</p> <p>Planning portion of prompts that have to do with family history or ancestry will be sent home.</p> <p>Purchase books: <u>Craft Lessons</u>- Ralph Fletcher (1 per grade level) <u>Writing for the Primary Years</u>- Lucy Caulkins (1 for each level K-3) <u>Writing for the Intermediate Years</u>- Lucy Caulkins (1 for each level 3-5) <u>Blowing Away the State Writing Assessment Test</u>- Jane Bell Kiester (1 for primary, 1 for intermediate)</p>	<p>Planning portion of prompts that have to do with family history or ancestry will be sent home.</p> <p>Purchase books: <u>Craft Lessons</u>- Ralph Fletcher (1 per grade level) <u>Writing for the Primary Years</u>- Lucy Caulkins (1 for each level K-3) <u>Writing for the Intermediate Years</u>- Lucy Caulkins (1 for each level 3-5) <u>Blowing Away the State Writing Assessment Test</u>- Jane Bell Kiester (1 for primary, 1 for intermediate)</p> <p>Purchase Brain Cogs and Essay Express Cognitive Strategy System, a research-based interactive multi-sensory technology program, in classrooms and the lab to address learning styles and increase test-taking abilities. This software has been district approved and used at Longfellow Elementary with great success. Funding to create this program was provided by the US Dept. Of Education.</p>	<p>after editing.</p> <p>Posters could be designed to prompt and support students as they edit their writing.</p> <p>Planning portion of prompts that have to do with family history or ancestry will be administered.</p> <p>Purchase books: <u>Craft Lessons</u>- Ralph Fletcher (1 per grade level) <u>Writing for the Primary Years</u>- Lucy Caulkins (1 for each level K-3) <u>Writing for the Intermediate Years</u>- Lucy Caulkins (1 for each level 3-5) <u>Blowing Away the State Writing Assessment Test</u>- Jane Bell Kiester (1 for primary, 1 for intermediate)</p> <p>Implement Brain Cogs and Essay Express Cognitive Strategy System, , in classrooms and the lab to address learning styles and increase test-taking abilities.</p>	<p>Implement Brain Cogs and Essay Express Cognitive Strategy System.</p>
<p>Resources: Fiscal/Human Professional Development Budget needs (Title I)</p>	<p>Title Budget: Step Up to Writing/6-Trait training: \$5,000.00</p> <p>Books: \$450.00</p>	<p>Brain Cogs and Essay Express: combined price: \$2,000.00</p>		<p>6-Trait writing training with Lynne Ecanbarger , May 3rd, Team of 3 @ \$159/person= \$477.00</p> <p>Thinking Maps training with Martha Hanawalt and Cindee Schwartz at Tesla, April 14th, Team of 4 @ \$95/person= \$380.00</p>
<p>Person(s) Responsible:</p>	<p>K-5 Teachers Writing Goal Team Literacy team: LRT Reading First Coach Data and G/T Coach Multi-Sensory tutor Priscilla Barsotti (budget)</p>	<p>K-5 Teachers Writing Goal Team Literacy team: LRT Reading First Coach Data and G/T Coach Multi-Sensory tutor Priscilla Barsotti (budget)</p>	<p>K-5 Teachers Writing Goal Team Literacy team: LRT Reading First Coach Data and G/T Coach Multi-Sensory tutor Priscilla Barsotti (budget)</p>	<p>K-5 Teachers Writing Goal Team Literacy team: LRT Reading First Coach Data and G/T Coach Multi-Sensory tutor Priscilla Barsotti (budget)</p>



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	Classroom, Special Education team, Intervention tutors, and Support Staff	Classroom, Special Education team, Intervention tutors, and Support Staff	Classroom, Special Education team, Intervention tutors, and Support Staff	Classroom, Special Education team, Intervention tutors, and Support Staff
Evaluation Methods:	Terra Nova Writing Prompt data	Terra Nova results from quarter 1 indicate the following weakest substandards: <u>Grade 2:</u> Introduction to Print(15 th percentile) <u>Grade 3:</u> Editing Skills (17 th percentile) <u>Grade 4:</u> Sentence Structure (10 th percentile) <u>Grade 5:</u> Sentence Structure (22 nd percentile) Writing Prompt data	Writing Prompt data	Writing Prompt data BEAR
(Study) Results: Describe your student results based on your actions. Example: Percentage of students at or above proficient (show numbers)	6% of our students are proficient or advanced in writing based on our September writing prompt results.	27% of our students are proficient or advanced in writing based on our first December writing prompt results. Proficiencies by grade level: <ul style="list-style-type: none">• K – 27%• 1 – 27%• 2 – 33%• 3 – 36%• 4 – 14%• 5 – 46%	35% of our students are proficient or advanced in writing based on our most current data from our writing prompt results. Proficiencies by grade level: <ul style="list-style-type: none">• K – 29%• 1 – 50%• 2 – 33%• 3 – 31%• 4 – 11%• 5 – 56%	
(Act) Changes based on the Results: If changes are necessary for next quarter, select the strategy, document the changes and do the plan again	A replacement core program is being considered for reading. Higher focus will be placed on differentiated assigned work and interventions with support from G/T, support staff, and the SpEd department.	The Goal team will present at a staff meeting on the topic “What to do with a student between writing prompts” in order to focus on instruction and writing conferences at various grade levels.	Higher focus will be placed on differentiated assigned work and interventions with support from G/T, support staff, and the SpEd department.	A continued focus on individual post-prompt writing conferences will be maintained. Individual PDSA targets will be emphasized among students with targeted instruction for support.

To be shared with Executive Director(s) of School Leadership each Quarter

Can the strategy or strategies that are working be shared to benefit other areas in the District?

_____ Opportunities to share in the building



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- Opportunities to share in similar buildings
- Opportunities to share district-wide



Colorado Springs School District # 11
School Improvement Plan 2006-2007

Plan/Do/Study/Act

Check box to indicate which content or other goal:

Math _____ Reading _____ Writing _____ Parent Involvement _____ Other ELL

<ul style="list-style-type: none"> <input type="radio"/> Write one school wide goal for each area needed <input type="radio"/> School wide goals are used to lead teacher/class goals <input type="radio"/> Provide results for BAAC Review Quarterly 	<ul style="list-style-type: none"> <input type="radio"/> All Goals must be written in SMART Terms and Standards Based <input type="radio"/> A Goal must be written to remedy specific gaps <input type="radio"/> Strategies must be based in scientifically based research
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Annual Goal: 100% of our ELL students will be Proficient or Advanced in all curricular areas (n=3) on the 2007 CSAP test.

Measure: CSAP

- State your Goal Action Plan for the each quarter. (only fill in 1st quarter by fall)
- Who will do the actions planned? When will data be collected? Who will collect the data? How will the data be collected?
- Remember to include in your plan, the interventions used to address achievements of ALL students – Tier 1, Tier 2, and Tier 3.
- Put the plan in action.
- Study the results. Have results improved? What have you learned?
- Make recommendations for changes for the next quarter. (Goal Action Plan)
- Develop and publish your next quarterly Goal Action Plan

Example:

	Quarter 1 PDSA	Quarter 2 PDSA	Quarter 3 PDSA	Quarter 4 PDSA
<p>(Plan) Quarterly Goal</p> <p>Who are the target groups and what change should occur ?</p>	<p>Reports indicate only one ELL student currently enrolled in grades 4 and 5 who took the 2006 CSAP. We have a total of three 12+ month students who will be taking the CSAP this year. Based on the single student from the 2006 CSAP, we have 100% proficiency in Math and 0% proficiency in Reading and Writing.</p> <p>We need to:</p> <ul style="list-style-type: none"> • Increase alignment and implement explicit differentiated instruction. • Implement our curriculum in whole and small differentiated groups. • Align our classroom instruction and needs with our support staff, Gifted and Talented teacher, and Special Education department. 	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>



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	<ul style="list-style-type: none"> Use McCrel and SIOP strategies (i.e-concrete and multi-sensory strategies). 			
<p>(Do) Strategy:</p> <p>What is the optimal strategy to be used & describe how it will be implemented</p>	<p>Reading/Writing: Implement Language for Learning at kindergarten/first grade.</p> <p>Implement multi-sensory tutoring at all grade levels</p> <p>Implement the ELL guides in Open Court curriculum</p> <p>Assign relevant topics for writing.</p> <p>Planning portion of prompts that have to do with family history or ancestry will be sent home.</p> <p>Math: Implement "ELL Learner" section of Teacher's Guide during small groups. Differentiate seatwork, centers, and homework.</p> <p>Visit the ELL program at Jefferson Elementary to see what is working.</p> <p>Increased use of visual aids, mental models, and graphic organizers.</p> <p>Utilize SIOP/McCrel strategies.</p>	<p>Continue with the implementation of Language for Learning at kindergarten/first grade.</p> <p>Continue with the implementation of multi-sensory tutoring at all grade levels</p> <p>Continue to implement the ELL guides in Open Court curriculum</p> <p>Continue to assign relevant topics for writing.</p> <p>Continue to have the planning portion of writing prompts related to family history or ancestry. Send the planning portion home.</p> <p>Implement "ELL Learner" section of the Math Teacher's Guide during small groups. Differentiate seatwork, centers, and homework.</p> <p>Send selected staff to our ELL site (Jefferson Elementary) to observe effective instructional strategies.</p> <p>Continue to increase use of visual aids, mental models, and graphic organizers.</p> <p>Utilize Ruby Payne and McCrel strategies.</p>	<p>Continue with the implementation of Language for Learning at kindergarten/first grade.</p> <p>Continue with the implementation of multi-sensory tutoring at all grade levels</p> <p>Continue to implement the ELL guides in Open Court curriculum</p> <p>Continue to assign relevant topics for writing.</p> <p>Continue to have the planning portion of writing prompts related to family history or ancestry. Send the planning portion home.</p> <p>Implement "ELL Learner" section of the Math Teacher's Guide during small groups. Differentiate seatwork, centers, and homework.</p> <p>Continue to increase use of visual aids, mental models, and graphic organizers.</p> <p>Utilize Ruby Payne and McCrel strategies.</p>	<p>Continue with the implementation of Language for Learning at kindergarten/first grade.</p> <p>Continue with the implementation of multi-sensory tutoring at all grade levels</p> <p>Continue to implement the ELL guides in Open Court curriculum</p> <p>Continue to assign relevant topics for writing.</p> <p>Continue to have the planning portion of writing prompts related to family history or ancestry. Send the planning portion home.</p> <p>Implement "ELL Learner" section of the Math Teacher's Guide during small groups. Differentiate seatwork, centers, and homework.</p> <p>Continue to increase use of visual aids, mental models, and graphic organizers.</p> <p>Utilize Ruby Payne and McCrel strategies.</p> <p>Train interventionists in the use of Thinking Maps. (Funded in Writing Section of SIP)</p>
<p>Resources:</p> <p>Fiscal/Human</p> <p>Professional Development</p> <p>Budget needs (Title I)</p>	<p>Title Budget: None</p>	<p>Title Budget: None</p>	<p>Title Budget: None</p>	<p>Title Budget: None</p>
<p>Person(s) Responsible:</p>	<p>K-5 Teachers CQI-BLT CRF-BLT Literacy team: LRT Reading First Coach Data and G/T Coach</p>	<p>K-5 Teachers CQI-BLT CRF-BLT Literacy team: LRT Reading First Coach Data and G/T Coach</p>	<p>K-5 Teachers CQI-BLT CRF-BLT Literacy team: LRT Reading First Coach Data and G/T Coach</p>	<p>K-5 Teachers CQI-BLT CRF-BLT Literacy team: LRT Reading First Coach Data and G/T Coach</p>



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	Multi-Sensory tutor Priscilla Barsotti Classroom, Special Education team, Intervention tutors, and Support Staff	Multi-Sensory tutor Priscilla Barsotti Classroom, Special Education team, Intervention tutors, and Support Staff	Multi-Sensory tutor Priscilla Barsotti Classroom, Special Education team, Intervention tutors, and Support Staff	Multi-Sensory tutor Priscilla Barsotti Classroom, Special Education team, Intervention tutors, and Support Staff
Evaluation Methods:	Quarter review done at the end of October	CELA to be administered 1/25/07 Language for Learning assessments Open Court program assessments	CELA to be administered 1/25/07 Language for Learning assessments Open Court program assessments	Language for Learning assessments Open Court program assessments
(Study) Results: Describe your student results based on your actions. Example: Percentage of students at or above proficient (show numbers)	50% of our K-5 population, regardless of ethnicity, is below proficiency in reading per DIBELS data. 94% of our population is below proficiency in writing per school-wide September writing prompt data. Math data: Chapter 1 data from 10/13 classes indicate 58.9% of our students are scoring 70% or above. Chapter 2 data from 9/13 classes indicate 57.4% of our students are scoring 70% or above. Chapter 3 data from 2/13 classes indicate 69.7% of our students are scoring 70% or above.	Language for Learning assessments indicate good progress. Students are testing out of the program. All students who have not tested out of the program have graduated to a higher level of instruction.	Language for Learning assessments indicate good progress. Students are testing out of the program. All students who have not tested out of the program have graduated to a higher level of instruction.	Language for Learning assessments indicate good progress. Students are testing out of the program. All students who have not tested out of the program have graduated to a higher level of instruction.
(Act) Changes based on the Results: If changes are necessary for next quarter, select the strategy, document the changes and do the plan again	A replacement core program is being considered for reading. Intervention Math programs (Knowing Mathematics and SuccessMaker) will be implemented in grades 2-5. Differentiated instruction will begin in writing at the K-5 level.	A replacement core program is being considered for reading. Intervention Math programs (Knowing Mathematics and SuccessMaker) will be implemented in grades 2-5. Differentiated instruction will continue for writing at the K-5 level.	Replacement cores and Intervention programs- Horizons, Read Naturally, Language for Learning and SIPPS are being implemented. Intervention Math programs (Knowing Mathematics and SuccessMaker) will be implemented in grades 2-5. Differentiated instruction will continue for writing at the K-5 level.	Send selected staff to our ELL site (Jefferson Elementary) to observe effective instructional strategies.

To be shared with Executive Director(s) of School Leadership each Quarter

Can the strategy or strategies that are working be shared to benefit other areas in the District?

_____ Opportunities to share in the building



Colorado Springs School District # 11

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- Opportunities to share in similar buildings
- Opportunities to share district-wide



Colorado Springs School District # 11
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Plan/Do/Study/Act

Check box to indicate which content or other goal:

Parent Involvement _____

<ul style="list-style-type: none"> <input type="checkbox"/> Write one school wide goal for each area needed <input type="checkbox"/> School wide goals are used to lead teacher/class goals <input type="checkbox"/> Provide results for BAAC Review Quarterly 	<ul style="list-style-type: none"> <input type="checkbox"/> All Goals must be written in SMART Terms and Standards Based <input type="checkbox"/> A Goal must be written to remedy specific gaps <input type="checkbox"/> Strategies must be based in scientifically based research
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Annual Goal: Increase Parent and community involvement in the 2006-2007 school year by 20% as compared to the 2005-2006 school year.

Measure: Participation in parent/teacher conferences, PTO/BAAC, and volunteerism school-wide

Completed parent surveys

- State your Goal Action Plan for the each quarter. (only fill in 1st quarter by fall)
- Who will do the actions planned? When will data be collected? Who will collect the data? How will the data be collected?
- Remember to include in your plan, the interventions used to address achievements of ALL students – Tier 1, Tier 2, and Tier 3.
- Put the plan in action.
- Study the results. Have results improved? What have you learned?
- Make recommendations for changes for the next quarter. (Goal Action Plan)
- Develop and publish your next quarterly Goal Action Plan

Example:

	Quarter 1 PDSA	Quarter 2 PDSA	Quarter 3 PDSA	Quarter 4 PDSA
<p>(Plan) Quarterly Goal</p> <p>Who are the target groups and what change should occur ?</p>	<p>Our goal is to have one parent from each grade level actively participating in PTO/BAAC meetings. Additionally, we would like to increase parent engagement in after school enrichments.</p> <p>In 2004-2005 we had 90 parent and community volunteers. In 2005-2006 we had 118 parent and community volunteers. (31% increase). Our goal of a 20% increase would amount to 142 parent and community volunteers in 2006-2007.</p>	<p>Same target groups as Quarter 1</p>	<p>Same target groups as Quarter 1</p>	
<p>(Do) Strategy:</p>	<p>PTO/BAAC will meet quarterly.</p>	<p>PTO/BAAC will continue to meet</p>	<p>School Psychologist will hold a parenting</p>	<p>School Psychologist will hold a</p>



Colorado Springs School District # 11

School Improvement Plan 2006-2007

<p>What is the optimal strategy to be used & describe how it will be implemented to increase parents' capacity to help their children at home? How are parents of students in other programs (preschool, Even Start, Head Start, Family Literacy, etc) involved in parent capacity-building activities?</p>	<p>100% attendance at Parent/Teacher conferences.</p> <p>Distribute a flyer detailing Community Liaison services in Thursday Folders and make available at the front office.</p> <p>Hold a Panda Plaza Open House in our Community Involvement Center (The Panda Plaza)</p> <p>Implement a uniform exchange/clothing donation</p> <p>Distribute informational communication cards in Thursday folders.</p> <p>Offer KidPower classes during the evening.</p> <p>Distribute a parent survey of needs/support.</p> <p>Use School-Home communication templates to increase effective communication between staff and student's homes.</p> <p>Implement Parent Mentors: Team preschool and kindergarten parents with first grade parents to mentor and support new parents at Queen Palmer.</p> <p>Coordinate Literacy Nights/Math Nights with Reading and Math Goal Teams. Family Literacy Night to encourage literacy and help increase home libraries by providing each child with a book.</p>	<p>quarterly.</p> <p>100% attendance at Parent/Teacher conferences.</p> <p>Continue to implement a uniform exchange/clothing donation</p> <p>Distribute informational communication cards in Thursday folders.</p> <p>Use School-Home communication templates to increase effective communication between staff and student's homes.</p> <p>Continue to coordinate Math, Science, and Literacy Night with Reading Goal Teams with Reading and Math Goal Teams. Family Literacy Night to encourage literacy and help increase home libraries by providing each child with a book. Create Story Hands with grant money provided through EPYCS.</p> <p>School Psychologist will hold a parenting skills class and behavioral support class</p> <p>Create All-Star Supporters Bulletin Board to acknowledge parent support in our building.</p>	<p>skills class and behavioral support class</p> <p>Boys Town Video and Discussion group. Videos will also be made available for checkout through the Media Center.</p> <p>Coordinate Literacy Night with Reading Goal Team</p> <p>Distribute Parent Support tip sheets in Thursday folders and make available at the front office.</p> <p>Note in Principal's newsletter and classroom newsletters about Queen Palmer website and place in Thursday Folders. http://www.d11.org/qpalmer/</p> <p>Hold a Panda Plaza Open House in our Community Involvement Center (The Panda Plaza)</p> <p>Continue to coordinate Math, Science, and literacy Night with Reading Goal Teams with Reading and Math Goal Teams. Family Literacy Night to encourage literacy and help increase home libraries by providing each child with a book. Create Story Hands with grant money provided through EPYCS.</p> <p>Implement Parent Mentors: Team preschool and kindergarten parents with first grade parents to mentor and support new parents at Queen Palmer.</p> <p>Attend National Family Literacy Conference with two parents from PTO/BAAC.</p> <p>Form carnival committee to prepare for Family Literacy Festival in May.</p> <p>Post SIP plan on Parent Resource Board. Have copies available in office.</p> <p>Purchase wrist passes to increase home-school communication for CSAP, Literacy Nights, Science Night etc.</p>	<p>parenting skills class and behavioral support class</p> <p>Boys Town Video and Discussion group. Videos will also be made available for checkout through the Media Center. (8 Sessions planned)</p> <p>Coordinate Literacy Night with Reading Goal Team</p> <p>Coordinate Family Literacy Festival and fundraiser</p> <p>Community liaison will attend D-11 Annual Title Conference with at least 4 parents</p> <p>Coordinate a CPR night for staff and parents.</p>
<p>Resources: Fiscal/Human Professional Development</p>	<p>Newsletters, flyers, communications: \$1,000 Materials, supplies: \$2,000 Parent Nights, trainings, supplemental materials, workshops,</p>	<p>\$170.00 for die cuts to create All-Star Bulletin board.</p>	<p>National Family Literacy Conference-Community Liaison + 2 parents: \$3,000.00 Printing for Parent Tips handouts: \$100.00</p>	<p>D-11 Annual Title Conference: \$500.00 Staff and Parent CPR Night: \$500.00</p>

3/23/2007

Modified baj/dlb



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Budget needs (Title I)	conferences: \$6,000		Math Night food/beverages/manipulatives-bags/door prizes/printing/paper goods: \$750.00 Wrist Passes: \$60.00	Family Literacy Festival: \$250.00 Food for Boys Town Discussion Group: \$250.00 Wrist Passes: \$60.00 Literacy Night Materials: \$750.00
Person(s) Responsible:	Community Liaison School Psychologist Principal PTO/BAAC	Community Liaison School Psychologist Principal PTO/BAAC	Community Liaison School Psychologist Principal PTO/BAAC	Community Liaison School Psychologist Principal PTO/BAAC
Evaluation Methods:	School-wide data Survey results Charting attendance, tardies, and volunteerism PTO/BAAC, P-T conference attendance	School-wide data Charting attendance, tardies, and volunteerism PTO/BAAC P-T conference attendance	Evaluations on Parenting classes Participation in Parenting classes School-wide data Survey results Charting attendance, tardies, and volunteerism PTO/BAAC, P-T conference attendance	Evaluations on Parenting classes Participation in Parenting classes School-wide data Survey results Charting attendance, tardies, and volunteerism PTO/BAAC, P-T conference attendance
(Study) Results: Describe your student results based on your actions. Example: Percentage of students at or above proficient (show numbers)		A PTO/BAAC member has joined the district DAAC committee. PTO attendance has increased by 2 members.	A PTO/BAAC member has joined the district DAAC committee. PTO attendance has increased by 2 members.	
(Act) Changes based on the Results: If changes are necessary for next quarter, select the strategy, document the changes and do the plan again		Need to implement Parenting classes	Need to implement Parenting classes and Boys Town discussion group.	

Plan/Do/Study/Act

To be shared with Executive Director(s) of School Leadership each Quarter

Can the strategy or strategies that are working be shared to benefit other areas in the District?



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- _____ Opportunities to share in the building
- _____ Opportunities to share in similar buildings
- _____ Opportunities to share district-wide