

Beattie Elementary School

School Improvement Plan

2009-2010

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: Assessment, Content, Grade(s): **DRA 2**

TEAM MEMBERS: Claudia Schweizer and Sam Aldern

RESOURCES USED: EOY 2008-09 DRA 2 results

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?

Kindergarten – 38% below grade level benchmark

53% at grade level benchmark

9% above grade level benchmark

First- 16 % below grade level benchmark

1 % at grade level benchmark

73% above grade level benchmark

Second 27% below grade level benchmark

15 % at grade level benchmark

58% above grade level benchmark

Third 14 % below grade level benchmark

50 % at grade level benchmark

36% above grade level benchmark

Fourth All students were tested in the fall but only those that were placed

On an ILP or were new were tested in the spring.

45% of the 11 students who scored below the fall benchmark were below grade level in the spring

55% of these 11 students were at grade level in the spring

Fifth and Sixth- The only students that were given the Fall and Spring tests were those students that were on ILP's.

- a. Clearly more K-3 students performed at grade level than did not
- b. In 4th just ILP students were tested in the spring and just 45% improved to grade level performance

2. What do these data tell you about your students' performance by subgroup?

In grades 1-4 there was 1 student out of the 13 IEP students that reached the grade level benchmark in the spring.

Percentages by gender of students performing at or above grade level:

GRADE	# BOYS	%	# GIRLS	%
K	14/26	54	15/21	71
1	20/24	83	11/13	85
2	21/27	78	17/25	68
3	28/33	85	22/25	88
4	1/4	25	6/7	86
5	4/6	67	2/10	20
TOTAL	83/120	69%	73/101	72%

3. What do these data tell you about your students' overall academic growth?

- a. The nature of how DRA 2 is scored makes it difficult to assess what is a year's growth from fall to spring

4. What do these data tell you about your students' growth by subgroup?

Title I Reading Data (includes 7 Sp. Ed. Students)

Kindergarten

43% below grade level, 50% at grade level, 7% above grade level

First

36% below grade level, 14% at grade level, 50% above grade level

Second

76% below grade level, 18% at grade level, 6% above grade level

Third

33% below grade level, 67% at grade level, 0% above grade level

Literacy Reading Data

First

20% below grade level, 0% at grade level, 80% above grade level

Third

0% below grade level, 100% at grade level, 0% above grade level

- a. Obviously the majority of students with IEPs did not show a year's growth
 - b. As shown, 69% total boys (all boys K-3; ILP 4th/5th) and 72% of the girls demonstrated a year or more growth. Three percent is not a significant gap.
 - c.
5. What progress has your school made on closing achievement gaps?
We need to improve the gap between IEP students and peers
6. Based on your data, where does your school need to focus its school improvement goals?
We need to improve our tracking of fall-to-spring growth in DRA 2
We need to provide more support for 4th and 5th ILP students in literacy

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

-The discrepancy from Kindergarten to first and other grade levels in the percentages of students performing above grade level indicates that we need to address the relative subjectivity involved in administering the DRA2 in order to have more consistent, comparable results.

Identify root causes and other contributing factors that led to the results of the data:

The perceived excitement of students in first grade for guided reading may be a contributing factor to the high degree of success in those students. It may be that some students, particularly older students, don't see DRA 2 as a "high stakes" assessment and thus may not perform at peak level. Fourth grade ILP students did not receive any additional literacy or Title support outside of the classroom unless they had an IEP also

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: Assessment, Content, Grade(s): **MAPS READING**

TEAM MEMBERS: Jill Cripe and Heather Easterling

RESOURCES USED: MAP Analyzer, Cohort Growth MAP 2008-2009, and NWEA Reading Growth Summary

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' **overall performance**?

Students in grades 4 and 5 met their performance goals. Second grade was -0.7 under the growth goal. Third grade was -0.6 under the growth goal. 83% of the students tested were proficient (low average to high).

2. What do these data tell you about your students' **performance by subgroup**?

Second Grade: 82% were considered low average to high, 18% were low

Third Grade: 84% were considered low average to high, 16% were low

Fourth Grade: 89% were considered low average to high, 11% were low

Fifth Grade: 88% were considered low average to high, 12% were low

3. What do these data tell you about your students' **overall academic growth**?

83% of the students tested were proficient based on low average to high score.

17% of the students tested were non proficient based on a low score measurement.

4. What do these data tell you about your students' **growth by subgroup**?

Second Grade: -0.7 under growth goal

Third Grade: -0.6 under growth goal

Fourth Grade: 0.5 above growth goal

Fifth Grade: 2.3 above goal

5. What progress has your school made on **closing achievement gaps**?

We've identified grade level essential learnings for the content areas of reading and writing. There have been vertical articulation meetings held to align the essential learnings' continuum throughout the grade levels. Students are tested using DRA2 and MAPs (2nd-5th) at the

beginning of the year to determine eligibility for additional literacy, Title 1, or other small group interventions. Intervention and Enrichment times have been added daily to identify and support the essential learning skills of students K-5.

6. Based on your data, where does your school need to focus its school improvement goals?
 - a. Get students more familiarized with reading passages and answering questions on the computer.
 - b. Increase student motivation for taking the MAPS test in 2nd through 5th grades.
 - c. Continue supporting students identified and on an ILP with additional reading interventions.

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

Parents understand that it's another measure used to identify student growth, but it's not one they can personally identify with. 2nd and 3rd grades were close to meeting their target growth, but 4th and 5th did meet and exceed their target growth.

Identify root causes and other contributing factors that led to the results of the data:

It's a long and hard test! Students are tested a lot at the beginning and end of the year, so they may be tired or reading and focusing in order to do their best. Not all have "bought in" to the testing format and importance of the MAPs test yet.

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: MAPS MATH

TEAM MEMBERS: Cathy Sawin and Pat Fleming

RESOURCES USED: MAPS Analyzer and NWEA website

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?

63% of current 3rd grade students scored proficient or above in Spring MAPS.
67% of current 4th grade students scored proficient or above in Spring MAPS.
69% of current 5th grade students scored proficient or above in Spring MAPS.
2. What do these data tell you about your students' performance by subgroup?

We noted a significant discrepancy in the performance based on gender. For example, in the current 3rd grade, 45% of boys scored in the high range and 23% of girls scored high. In the current 5th grade, 26% of boys scored in the high range and 4% of the girls scored high.

In all grade levels, there was a discrepancy in performance between White and Hispanic students. Overall, the Hispanic students scored lower than White. Most notable was in the current 3rd grade where 50% of Hispanic students scored low whereas 41% of the White students scored high. Although the number of Hispanic students may be low, this was a glaring discrepancy overall.

We found this same discrepancy when looking at Socioeconomic Status. The identical pattern emerged.

3. What do these data tell you about your students' overall academic growth?

In the current grades of 4th & 5th, 50% of the students met the growth target. This is below expected growth based on the district growth summary.

4. What do these data tell you about your students' growth by subgroup?

When comparing Fall testing with Spring testing no significant pattern emerged.

5. What progress has your school made on closing achievement gaps?

Without having longitudinal data, we are not able to track Beattie's progress toward closing the achievement gaps. Clearly, however, we do have achievement gaps in all areas which need to be addressed.

6. Based on your data, where does your school need to focus its school improvement goals?

When it comes to math, we need to focus on helping girls achieve at higher levels. Although girls are achieving higher than other subgroups in math, they are underrepresented in the high range.

We also need to work to help Hispanic and F/R students make gains in the area of math. These groups seem to us to be overrepresented in the lower ranges.

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

Our thoughts are that possibly there is a feeling at Beattie that scores are declining due to changes in our population. We need to focus on our role in helping students learn and grow no matter what their circumstances are.

Identify root causes and other contributing factors that led to the results of the data:

A contributing factor may be lack of early childhood experiences and/or interventions.

There may be unconscious teacher & staff perceptions and expectations resulting in discrepancies in subgroup scores.

We believe it would be helpful for us to work harder to partner with parents and empower them when it comes to their child's education.

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 4th GRADE READING

TEAM MEMBERS: Lisa Stapp and Margo Miller

RESOURCES USED: CSAP AYP Table, Beattie Growth Summary

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?
Overall, Beattie 4th grader's performance in Reading is high.
 - 89% of the students score proficient or above
 - 2% are advanced
 - 87% are proficient
 - 9% are partially proficient
 - 0% are unsatisfactory
2. What do these data tell you about your students' performance by subgroup?
 - 13% of boys scored in the partially proficient range while only 5% were girls (3 boys/1 girl)
 - of the 6 Hispanic students 5 (83%) are proficient and 1 (17%) is partially proficient.
 - of the Amer. Indian and Asian students 4 or all (100%) are proficient
 - of the 4 ELL students, all scored proficient
 - of the 18 F & R students, 0 are unsatisfactory, 1 is partially proficient, 16 are proficient and 1 is advanced
 - of the 1 special education student, 1 is proficient
3. What do these data tell you about your students' overall academic growth?
 - n/a
4. What do these data tell you about your students' growth by subgroup?
 - n/a
5. What progress has your school made on closing achievement gaps? n/a

6. Based on your data, where does your school need to focus its school improvement goals? Possibly higher interest books for boys (more non fiction books for boys at a young or low reading level.

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

- This is the first time 3rd grade students are involved in taking a lengthy timed test. Often students rush to finish because they are not certain how much time they really have. Once finished they seldom go back and add detail
- Parents too are new to the state testing unless they have older children.

Identify root causes and other contributing factors that led to the results of the data:

- Written responses are difficult for the students. They are still use to scaffolding for their written summaries.

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 4th GRADE WRITING

TEAM MEMBERS: *Barbara Kelleher, Kimberlee Wilcox*

RESOURCES USED: *CSAP Performance Analyze; School Accreditation Analyzer Summary.*

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?
69% of students were at or above proficient; 30% were partially proficient. Of the 69% of proficient or above, only 9% scored advanced.
2. What do these data tell you about your students' performance by subgroup?
Gender- 81% of girls scored at or above proficient; 60% of boys scored at or above. There was a discrepancy of 21% between girls and boys.

Ethnicity- 43% of Hispanic students were at or above proficient; 75% of other were at or above proficient.

Free/Reduced- 65% of students scored at or above proficient.
3. What do these data tell you about your students' overall academic growth?
Not Applicable – First time students are tested
4. What do these data tell you about your students' growth by subgroup?
Not Applicable – First time students are tested
5. What progress has your school made on closing achievement gaps?
School-wide writing prompts and evaluations (twice a year); additional opportunities for writing; however, we have no baseline scores to compare data and show progress.
6. Based on your data, where does your school need to focus its school improvement goals?

Increase the percentage of students scoring advanced on CSAP writing.
Increase Hispanic and males proficiency on writing.

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

No set curriculum; Grading is subjective; Student skills vary; Parent support/ability; Need more time to devote to writing.

Identify root causes and other contributing factors that led to the results of the data:

Many boys are less engaged in writing; Lack of exposure to writing for some students especially Hispanic; Less opportunities for writing at home; Developmentally-- are students ready for the writing that is expected?

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 4TH GRADE MATH

TEAM MEMBERS: Wende Brook and Sue Wagner

RESOURCES USED: CSAP Performance Analyzer

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?
72% are proficient or advanced; 12 out of 46 students tested were unsatisfactory (2) or partially proficient (10)
2. What do these data tell you about your students' performance by subgroup?
Gender: females scored higher overall; 4 out of 21 females tested were unsatisfactory (2) or partially proficient (2); 8 out of 25 males tested were partially proficient

Ethnicity: 9 out of 35 white students tested scored unsatisfactory (1) or partially proficient (8); 3 out of 7 Hispanic students tested scored unsatisfactory (1) or partially proficient (2)

Free/Reduced: 6 out of 20 free/reduced lunch students tested scored unsatisfactory (1) or partially proficient (5); 6 out of 26 students not on free/reduced lunch tested scored unsatisfactory (1) or partially proficient (5)
3. What do these data tell you about your students' overall academic growth?
N/A—first time tested
4. What do these data tell you about your students' growth by subgroup?
N/A—first time tested
5. What progress has your school made on closing achievement gaps?
We have no baseline with these students' scores in which to compare. We feel with the use of our CSU tutors that this support will increase student success.
6. Based on your data, where does your school need to focus its school improvement goals?

Standard 6: Computational techniques—60% of students tested were proficient while students scored at 72% or better on the other standards

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

Math program is difficult for parents to effectively help their students; math facts are weak;

Identify root causes and other contributing factors that led to the results of the data:

Everyday Math teaches students computational techniques differently than the way their parents were taught. This can cause confusion between parent and student.

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 5th GRADE READING

TEAM MEMBERS: Patti Rice and Kathy Wagner

RESOURCES USED: Accreditation Data Summary 2008-09; CSAP AYP Table; Beattie Growth Summary; AYP 2009; CSAP Performance Analyzer; (PSD website: Student Information Systems)

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?
 - a. 83% scored Proficient or Advanced
 - b. Median growth percentile was 36%ile
2. What do these data tell you about your students' performance by subgroup?
 - a. 80% of males and 85% of females scored Proficient or Advanced
 - b. 88% White students, 86% Hispanic students and 50% Other students (4 Students total) scored Proficient or Advanced
 - c. 74% Free/Reduced Lunch students and 89% None F/R Lunch students scored Proficient or Advanced
3. What do these data tell you about your students' overall academic growth?
 - a. 54% achieved one year or more growth
 - b. 50% achieved Low Growth, 26% achieved Typical Growth, 24% achieved High Growth
4. What do these data tell you about your students' growth by subgroup?
 - a. Of the 38 students in 4th grade who took the CSAP in 3rd grade:

Unsatisfactory – (No students)

Partially Proficient – (3 students) 100% achieved less than 1 year growth

Proficient – (33students) 45% achieved less than 1 year’s growth, 42% achieved 1 year’s growth, and 12% achieved more than 1 year’s growth

Advanced – (2 students) 100% achieved less than 1 year’s growth

5. What progress has your school made on closing achievement gaps?
 - 68% of students are “Keeping Up”
 - 14% of students are “Moving Up”
6. Based on your data, where does your school need to focus its school improvement goals?
 - Focus on students’ growth so that more students achieve one year’s growth or greater in reading
 - Focus on the students who are performing at the higher end of Proficient and Advanced, so that they achieve one year’s growth or greater

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

- Students perceive the 4th grade CSAP as having longer reading passages and many more test items than 3rd grade CSAP
- Staff perceive less parental involvement/encouragement with 4th grade students’ homework and at-home reading, compared to 3rd grade
- Staff perceive students involved in more extracurricular activities, which limits the amount of time for at-home reading

Identify root causes and other contributing factors that led to the results of the data:

- 4th grade does not receive Title 1 or Literacy support for low performing students
- Larger student-teacher ratio in 4th grade
- Written short constructed responses are difficult for the students, even when their reading comprehension is proficient

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 5th GRADE WRITING

TEAM MEMBERS: Mary Ann Seymour & Rebecca Robbins

RESOURCES USED: School Accreditation Data Summary 2008-2009, 2009 CSAP Table by AYP Category for Beattie Elementary, School Growth Summary, 2008-2009 AYP Report

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students’ overall performance?

Overall, Beattie 5th graders performance in Writing is high according percentage of status points earned on the Accreditation Data Summary.

57% of 5th graders were proficient or advanced in Writing, with nearly 12% advanced. Of the 43% that were below proficient, nearly 85% of those students were on the upper third of partially proficient.

2. What do these data tell you about your students' performance by subgroup?

There are no females and only one male (31.3%) in the Unsatisfactory category. In the Partially Proficient category male (13) and females (11) were 40.63% and 40.74% respectively. In the Proficient category males (16) were 50% and females (11) were 40.74%. In the Advanced category males (2) were 6% and females (5) were 18.5%.

There is only one minority (6.25%) and zero whites that are in the Unsatisfactory category, 56.25% minorities (9) and 34.88% whites (15) that are in the Partially Proficient category, 37.5% minorities (6) and 48.84% whites (21) in the Proficient category, and zero minorities and 16.28% whites (7) in the Advanced category.

There were only two ELL students in 5th grade. One was Partially Proficient and the other was Proficient.

There was only one student (4.55%) on Free/Reduced Lunch in the Unsatisfactory category. There was 50% F/R (11) in the Partially Proficient category. There was 36.36% F/R (8) in the Proficient category. There was 9.09% F/R (2) in the Advanced category.

One (25%) of the four Special Education students was in the Unsatisfactory category and the other three (75%) were Partially Proficient.

3. What do these data tell you about your students' overall academic growth?

There has been fairly consistent typical growth for 5th graders in the area of Writing over the last three years, with only a slight decrease. (median)

2008 and 2009 had the same amount of growth. (median)

In the 2008-2009 school year 63% of 5th graders made typical or high growth in Writing compared to the 2007-2008 school year when they made 58% typical or high growth. (overall percentile)

4. What do these data tell you about your students' growth by subgroup?

For 2009 the minority median growth percentile was 31% compared to 58% for non-minority.

Over a three year period the minority median growth has consistently decreased, while the non-minority has stayed consistent. (?possibly increase in minority enrollment?)

For 2009 the Free/Reduced median growth percentile was 33% compared to 57% for non-free/reduced.

Over a three year period the F/R median growth has consistently decreased, while the non-free/reduced has stayed consistent. (F/R numbers did increase)

5. What progress has your school made on closing achievement gaps?

According to our Accreditation Data Summary we meet the need of ethnicity groups in respect to closing achievement gaps, but do not meet the goal for closing achievement gaps for F/R. This is for ALL grades, not just 5th grade.

6. Based on your data, where does your school need to focus its school improvement goals?
Our school's SIP goals should focus on the upper third of the partially proficient as well as subgroups. Some attention should also be given to the bottom third of proficient to maintain their level of proficiency. When looking at the Sub Content Performance, one could also give attention to mechanics.

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

Identify root causes and other contributing factors that led to the results of the data:

- Increases in the number of minority and F/R student population
- Consistency in teaching strategies and staff
- Need for individualization

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 5th GRADE MATH

TEAM MEMBERS: Vanessa Lucero and Cindy Haskell

RESOURCES USED: School Accreditation Data, CSAP AYP, Beattie School Growth, AYP Preliminary, CSAP Performance

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?
 - School Accreditation Data – Made **Typical** growth, **High** % of status points earned
 - CSAP AYP – 39 students **achieved** AYP, 8 **did not achieve** AYP
 - School Growth – **Dip** in the 3 year data (2008), **2 years below** the Median
 - AYP Preliminary – All 20 targets **made** AYP
 - CSAP – 7% Unsatisfactory, 11% Partially Proficient, 55% Proficient, 27% Advance
 - **82% At or Above** Proficient
2. What do these data tell you about your students' performance by subgroup?
 - School Accreditation Data – All grades **Meets** Status Gaps in Ethnicity, All grades **Approaching** Status Gaps in Free & Reduced Lunch
 - CSAP AYP –
 - Unsatisfactory: 2 White, 1 Black

- Partially Proficient: 3 White, 1 Black, 1 Asian
- Proficient: 22 White, 4 Hispanic, 1 Asian
- Advance: 10 White, 3 Hispanic, 1 Asian
- ELL: 2 Partially Proficient
- Free & Reduced: 3 Unsatisfactory, 2 Partially Proficient, 9 Proficient, 4 Advance
- Special Education: 1 Unsatisfactory, 1 Proficient
- Male: 2 Unsatisfactory, 2 Partially Proficient, 7 Proficient, 9 Advance
- Female: 1 Unsatisfactory, 3 Partially Proficient, 18 Proficient, 5 Advance

- AYP Preliminary – ?

- CSAP –

- Asian: 1 Partially Proficient, 1 Proficient, 1 Advance
- Black: 1 Unsatisfactory, 1 Partially Proficient
- Hispanic: 4 Proficient, 2 Advance
- White: 2 Unsatisfactory, 3 Partially Proficient, 18 Proficient, 8 Advance
- Undeclared: 1 Proficient
- ELA Status: No data found in CSAP Analyzer, Even though we had 2 students
- Male: 2 Unsatisfactory, 2 Partially Proficient, 7 Proficient, 8 Advance
- Female: 1 Unsatisfactory, 3 Partially Proficient, 17 Proficient, 3 Advance

3. What do these data tell you about your students' overall academic growth?

- School Accreditation Data – All grades **Meets** Growth percentile in Ethnicity, All grades **Does Not Meet** Growth percentile in Free & Reduced Lunch
- School Growth –
 - Keeping Up
 - **Dip** in 2008, but other two years **above** the median
- AYP Preliminary – ?
- CSAP –
 - One Year Student Growth
 - 56% made less then a years growth
 - 21% made one years growth
 - 24% made more then one years growth

4. What do these data tell you about your students' growth by subgroup?

- School Growth –
 - Keeping Up (All Students)
 - Minority and Non-minority **above** median
 - Free & Reduce lunch in **2008 was below** the median

- Free & Reduce **2007, 2009** above the median
- Non free & Reduced **all three years** above the median
- All three years Boys and Girls **above the median**
- AYP Preliminary – ?
- CSAP –
 - One Year Growth by Performance
 - Made Less than one year's growth
 - Partially Proficient: 2 students
 - Proficient: 5 students
 - Advance: 12 students
 - Made year's growth
 - Unsatisfactory: 1 student
 - Proficient: 5 students
 - Advance: 1 student
 - More than year's growth
 - Unsatisfactory: 1 student
 - Partially Proficient: 5 students
 - Proficient: 5 students
 - Advance: 1 student

5. What progress has your school made on closing achievement gaps?

- School Accreditation Data –
 - Need to focus on Free & Reduced Lunch students
- CSAP AYP –
 - Black students scored Unsatisfactory and Partially Proficient
 - ELL students scored Partially Proficient
- CSAP –
 - Even # of male and female students scored Unsatisfactory/Partially Proficient

6. Based on your data, where does your school need to focus its school improvement goals?

- School Accreditation Data –
 - Move from Typical Growth by Grade Level to High
 - Focus on those in Advance to make a year's growth
- CSAP AYP –
 - Free & Reduce Lunch Students
- School Growth –

- Focus on Catching Up and Moving Up
- CSAP –
 - Focus on those scoring in the Advance category, to make a years growth

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

- Staff
 - Writing to explain their answer
 - Estimate and Round are the same, CSAP uses “Estimate” when students need to round
- Student
 - More test sessions
- Parent
 - Why do they need to know how to round? Just find the correct answer

Identify root causes and other contributing factors that led to the results of the data:

- High Proficient and Advance students are the ones who did not make the years growth.

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 6th GRADE READING

TEAM MEMBERS: Nancee Codd and Tara Sparks

RESOURCES USED: Accreditation Data Summary, CSAP AYP Table, Beattie Growth Summary, AYP 2009

1. What do these data tell you about your students’ overall performance?
 - a. The overall achievement level put us in the high category.
2. What do these data tell you about your students’ performance by subgroup?
 - Our male and female’s are performing consistently
 - Blacks and Hispanics are not performing as well as the Whites, the number of students influences this
 - a. BOYS: 75% were proficient or advanced, 25% were below
 - b. GIRLS: 74 % proficient or advanced, 26% were below
 - c. WHITE: 84% proficient or advanced, 16% were below
 - d. 36 students above
 - e. HISPANIC: 63% proficient or advanced (8 students above), 36% were below (11 students)
 - f. BLACK: 25% proficient or advanced, 75% were below (4 students)
 - g. AMER INDIAN: 100% were below (1 student)
 - h. ELL: 100% proficient or advanced, (2 students)
 - i. F/R: 55% proficient or advanced, 45% below (22 students)

j. SP EDU: 50% proficient or advanced, 50% below (4 students)

3. What do these data tell you about your students' overall academic growth?
 - Overall total was 50% percentile
 - Subgroups performed well except in 2 areas: F/R and IEP
4. What do these data tell you about your students' growth by subgroup?
 - **F/R and IEP areas is where we had significant differences
 - i. The F/R and IEP were barely below the 50% line
 - ii. 50% percentile of students showed a year's growth
 - iii. White students were in the 57% percentile making a year's growth
 - iv. Minority students were in the 52% percentile for making a year's growth
 - v. 48% percentile F/R made a year's growth
 - vi. ** 58% percentile for Non-F/F
 - vii. ** IEP's were in 48% percentile, Non/IEP's were 56% percentile
5. What progress has your school made on closing achievement gaps?
 - Significant difference between minorities and whites is regressing, with minorities showing inconsistency and whites dropping 4% each year
 - F/R and Non F/R also show the same regressing pattern
 - viii. Minorities are in 39th percentile, Whites are in 54th percentile
 - ix. F/R are in 49th percentile, Non F/R 56 percentile
 - x. Girls are in 48th percentile, Boys are in 59th percentile
 - xi. 22% of Girls are "moving up" while only 18% are
 - xii. No data on IEP or Ell
 - xiii.
6. Based on your data, where does your school need to focus its school improvement goals?
 - F/R 14% are "moving up" while Non F/R 23% are "moving up"
 - Girls are "moving up" a higher percentage than boys which is good because they are behind the boys
 - Without having the knowledge of F/R students we need to focus our school improvement goals toward girls and minorities

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

- Our minorities are so few that it is difficult to look at the percentages realistically
- How do we assist F/R low performing students if we aren't allowed to know who they are?
- Without education on analyzing the data the information will be confusing for many parents resulting in incorrect assumptions
-

Identify root causes and other contributing factors that led to the results of the data:

- We are continuing to gain F/R students which may contribute to our backward slide

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 6th GRADE WRITING

TEAM MEMBERS: Tom Healy and Sandy Ierisi

RESOURCES USED: CSAP Analyzer

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?
Overall, this group scored 58% proficient or above.
2. What do these data tell you about your students' performance by subgroup? We observed that male/female scores were very close, males and females were both 41% until the advanced group: males 6%, and females 19%. Comparing the Hispanic to White subgroups: PP whites were 35% versus 55% Hispanic. In Proficient, there were 49% white versus 45% Hispanic. 16% white were advanced, with no Hispanic in that category. For free and reduced lunch students, 46% of the students were proficient or above. For Special Education students, 75% of the students scored PP or above.
3. What do these data tell you about your students' overall academic growth? This group went from 43% in the growth percentile the previous year to 45% last year. 35% of the students were in the catching up category. 67% were keeping up, and 20% were moving up. This data indicates that there is some growth, but we were unable to determine if these scores showed good/expected growth or not. Gender scores did not change remarkably. Free and reduced students showed 33% growth, but 50% were keeping up and 33% were moving up. We weren't sure how these percentages compared to show overall growth.
4. What do these data tell you about your students' growth by subgroup? Data showed that there were very few changes in the different subgroups from the previous year to 2009 except in the area of Hispanic Proficient scores, which dropped from 58% down to 45%. The 13% dropped down to PP last year. This data indicates that we are not closing the achievement gap with Hispanic students, particularly in the higher grades where writing becomes more challenging. There were no noticeable differences in gender or free/reduced lunch from the previous year to last year.
5. What progress has your school made on closing achievement gaps? In the areas where achievement is low, not a lot of progress has been made, especially in the subgroup area of Hispanics.
6. Based on your data, where does your school need to focus its school improvement goals? The data shows that improvement goals need to be set in the area of writing, particularly with our Hispanic population. We need to enrich the students who have limited experiences outside of school that would increase their skill and motivation for writing.

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing: Many students, if they don't care for or relate to the prompt, will put in minimal effort. Staff perception is that the students are being exposed to and prepared for the variety of writing genres and expectations, but that more time could be devoted to the writing process. Parent perceptions are unknown.

Identify root causes and other contributing factors that led to the results of the data: Vocabulary and grammar, especially with Hispanic students, is a factor. Limited exposure to written material and language on the home front is also an obstacle.

BEATTIE SCHOOL IMPROVEMENT PLAN 2009-10 DATA ANALYSIS

FOCUS: 6th GRADE SCIENCE AND MATH

TEAM MEMBERS: Kathie Hagen, Pam Howard

RESOURCES USED: CSAP Analyzer

Respond to the following questions with respect to your data focus area:

1. What do these data tell you about your students' overall performance?
 - Science
 - 46% (27) Prof/Adv
 - Of the 47% PP, 22% were upper third
 - Math
 - 76% Prof/Adv (45 kids)
 - 10% of the pp are upper third (6 kids)
2. What do these data tell you about your students' performance by subgroup?
 - Science
 - Boys scored higher (54% Prof/Adv) Girls 39%
 - Only whites scored Adv (14% or 6), Prof 39% white (17 kids) and 40% Hisp (4 kids)
 - There were no scores for F/R
 - Math
 - 79% of males and 74% of females scored Prof/Adv
 - 82% of whites, 73%, Hispanic and 25% other scored Prof/Adv
 - No FR were tested
3. What do these data tell you about your students' overall academic growth?
 - Science: Science is low state wide, three year trend indicates drop in scores.
 - 2009 had fewer Prof/Adv – 47% were pp
 - Math:
 - 100% of the U gained 1 yr growth
 - PP had the largest % with more than 1 yr growth and less than 1 yr growth
 - Over the three year trend, there was a spike in 2008 for Adv – drop back in 2009

4. What do these data tell you about your students' growth by subgroup?
Science: Growth isn't measured at 5th since it is the first year to test science
Math: Minorities do not show as much growth as non minorities
5. What progress has your school made on closing achievement gaps?
Science: There is a gap for gender and minorities.
Math: Gender gap is still apparent
6. Based on your data, where does your school need to focus its school improvement goals?
Science: While lost in the priorities for math and literacy, science should be a goal.
Move the PP upper third to Prof
Math: Move the PP upper third to Prof
Target 1 yr growth for Prof/Adv

To the degree possible, respond to these:

Note applicable variables in staff, student, and parent perceptions regarding the focus area you are analyzing:

Science – perception that science is less important at elementary

Math – Gender inequity

Identify root causes and other contributing factors that led to the results of the data:

Science – first year tested

content of curriculum may not align

Math -

Poudre School District Elementary School Improvement Plan 2009-2010

3rd Grade Reading Proficiency SMART Goal

<p>School 3rd Grade Reading Proficiency SMART Goal: 90% of 3rd graders will perform at the Proficient or Advanced levels on the 2010 CSAP Reading assessment.</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) 60% of third graders are proficient as measured by Fall '09 DRA2. 61% of third graders are proficient as measured by Fall '09 MAPs.</p>

Strategic Actions to Support 3rd Grade Reading Proficiency SMART Goal: Increase communication among staff and with parents regarding student growth in reading.

<p>Strategic Actions (What adults will do to address this goal)</p>	<p>Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)</p>	<p>Timeline (Projected Timeframe for Implementation and Completion of Strategy)</p>	<p>Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)</p>
<p>Data Dialogues</p> <ul style="list-style-type: none"> Analyze current data from common formative assessments, running records and unit tests Reevaluate and restructure student interventions Communicate with staff involved in interventions who are not present 	<p>Unit members, principal/counselor, Literacy/Math coaches Specialist Teachers – as applicable</p>	<p>First Wednesday of every month. 45 minute block</p>	<p>Principal/Counselor will facilitate an activity with students in the unit.</p>
<p>Unit Data Talks</p> <ul style="list-style-type: none"> Create common formative assessments based on Essential Learnings Formulate instructional plan to address the Essential Learnings Continue to analyze and evaluate student progress 	<p>Unit Members, Coaches and Specialist Teachers – as applicable</p>	<p>1-3 Thursday mornings/month 45 minute block before school</p>	<p>Common Formative Assessments</p>
<p>Conferences</p> <ul style="list-style-type: none"> Share information with parents, such as assessment scores and daily progress Discuss ways parents can support student's learning 	<p>Unit Members, Specialist Teachers, Parents</p>	<p>ILP conferences early in the fall Scheduled parent/teacher conferences with non-ILP students in October. Additional conferences as needed throughout the year</p>	<p>Data used to monitor student progress (ie. Progress reports, DRA II assessments, MAPs results, Common Formative Assessments, ILP Documents)</p>

Strategic Actions to Support 3rd Grade Reading Proficiency SMART Goal: Increase communication among staff and with parents regarding student growth in reading.			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)

Strategic Action #2 to Support 3rd Grade Reading Proficiency SMART Goal: Use common formative assessments based on grade level Essential Learnings in order to guide instruction and monitor student progress.			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
Unit Data Talks <ul style="list-style-type: none"> Analyze current data from common formative assessments, running records and unit tests Reevaluate and restructure student interventions Communicate with staff involved in interventions who are not present 	Unit Members, Coaches and Specialist Teachers – as applicable	1-3 Thursday mornings/month 45 minute block before school	Common Formative Assessments
Data Dialogues <ul style="list-style-type: none"> Create common formative assessments based on Essential Learnings Formulate instructional plan to address the Essential Learnings Continue to analyze and evaluate student progress 	Unit members, principal/counselor, Literacy/Math coaches Specialist Teachers – as applicable	First Wednesday of every month. 45 minute block	Principal/Counselor will facilitate an activity with students in the unit.
Intervention/Enrichment Time <ul style="list-style-type: none"> Provide interventions for students in small groups based on data collected Provide enrichment activities for students based on data collected 	Unit Members, Specialist Teachers, Flex Teachers, CSU Tutors, Parent Volunteers	Daily 45 minute block	Manipulatives, Leveled books from Beattie Book Room, Read Naturally Program, Accelerated Reader

Benchmarks* for 3rd Grade Reading Proficiency SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)
By mid-year (Dec. '09), students should be reading at least on level 34 on the DRA2 and/or score at least 192 on the winter MAPs assessment.
By May '10, students should be reading at least on level 38 on the DRA2 and/or score at least 195 on the spring MAPs.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Beattie Collaboration Intervention for Success	Year-long	Gain additional knowledge to support instruction		
Exceed Training	Fall Semester	Create and monitor intervention plans		
Multi-Sensory Reading Approach Class	Year-long	Gain additional knowledge to support instruction		
G.R.I.N. Class	Year-long	Gain additional knowledge to support instruction		
Interventions and Assessments for Reading Disabilities Class	Fall Semester	Gain additional knowledge to support instruction		

Poudre School District Elementary School Improvement Plan 2009 – 2010
 Reading Growth SMART Goal

School Reading Growth SMART Goal: 75% of 1-5th grade students will show a year's growth in reading as measured by DRA2 and/or spring MAPs reading testing.

Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal)

- 72% of second through fifth scored at the average or higher range on the fall MAPS testing.
- 76% of first through fifth scored at the average or higher range on the fall DRA2 testing.

* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific

Strategic Actions to Support Reading Growth SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
Participate in monthly Data Dialogues	Principal, coaches, unit teachers, specialists	First Wednesday of each month	School counselor will lead Second Step Curricular Activities to provide staff time
Participate in transitional meetings among grade levels	K-5 teachers, specialists,	Beginning and end of year and as needed	Scheduled time
Implement and monitor RtI (academic and behavioral)	All parties involved with a specific student, RtI teams, SST	On-going	EXCEED
Monitor student growth	Principal, K-5 Teachers, Specialists, Students	On-going with emphasis at mid-year and end of year	MAPs, CSAP, Read Naturally, Individual Problem Solving Guide, EXCEED, Guided Reading, AR, monthly home reading logs, homework (BL, EV, CR signed by parents), Assignment notebooks MV, LP, CR, SV, Student Data Folders
Collaborate with peers regarding interventions needed as result of the progress monitoring	All staff	On-going	
Encourage/promote home/school connection	All certified staff	On-going	Parent/teacher conferences, meetings, notes, telephone calls, emails, blue notes, assignment notebooks, parent nights, Title 1 nights, ILP conferences
Update and improving Book Room	All certified	On-going	Grants, BAT, Donations, Bonus points for books, A to Z printed on file books
In grade levels, students will be provided five minutes of recess for every percentage point that their grade level raises their collective unit average on the winter reading MAP assessments and again in spring	Principal	By the end of February and again by May 19	Outside playground or gymnasium and time
Teachers will guide students as they monitor their own reading growth/goals using MAPs/DRA2 mid-year and end of the year growth targets	Teachers/Coaches	Beginning, middle, and end of school year	Individual Student Data Folders

Strategic Actions to Support Reading Growth SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
In order to keep the Beattie community aware of progress toward our growth goals, a bulletin board has been set up in the media center. In addition to showing bi-monthly progress on behavioral data, this bulletin board will show	Principal and Office Manager	End of September, end of January, start of May	MAP and DRA 2 data updates

Benchmarks* for Reading Growth SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments) DRA2, MAPs, CSAP, STAR, Read Naturally

- 75% of second through fifth grade students will reach their mid-year target goal on Winter MAPS/ testing for reading growth.
- 75% of first through fifth grade students will reach their mid-year target goal on Winter DRA2 testing for reading growth.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Beattie Collaborative Student Intervention	09/10	Increase student performance		
Multi-sensory Reading	09/10	Increase student performance		
Reading Assessments and Interventions	09/10	Increased performance		
Read Naturally Training/Refresher	09/10	Increase performance		
Coaches Academy	09/10	Increase performance		
GRIN	09/10	Increase performance		

* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Writing Growth SMART Goal

School Writing Growth SMART Goal: 75% of 4th-5th grade students will show a year's growth in writing as measured by the CSAP writing assessment.
Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) 63% of current 5th graders achieved typical or high growth on the writing CSAP

Strategic Actions to Support Writing Growth SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
Participate in vertical articulation conversations to align essential learnings	K-5 classroom teachers	Sept. & Oct. 2009	<ul style="list-style-type: none"> ❖ Essential learnings template ❖ Grade level standards and benchmarks
Administer quarterly writing samples	1st – 5th grade	Oct., Dec., Mar., and May	<ul style="list-style-type: none"> ❖ Write Source grade level assessments and rubric
Deliver explicit daily language instruction	1st – 5th grade	Daily 2009-2010	<ul style="list-style-type: none"> ❖ Daily Language Instruction
Deliver explicit writing instruction	K – 5th grade	2009-2010	<ul style="list-style-type: none"> ❖ Empowering Writers ❖ Step Up to Writing ❖ Lucy Calkins ❖ 6+1 Traits of Writing
Provide daily intervention and enrichment opportunities	Classroom teachers Interventions Instructional coaches	2009-2010	<ul style="list-style-type: none"> ❖ CSAP analyzer ❖ NWEA analysis ❖ DRA-2 assessments ❖ Teacher observations ❖ Write Source assessments

Benchmarks* for Writing Growth SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)
<ul style="list-style-type: none"> ❖ Daily Language Instruction assessment <ul style="list-style-type: none"> ❖ 1st Quarter 75% of students will score 80% or higher on weekly DLI assessments. ❖ 2nd Quarter 80% of students will score 80% or higher on weekly DLI assessments. ❖ 3rd Quarter 85% of students will score 80% or higher on weekly DLI assessments.

* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Benchmarks* for Writing Growth SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)

- ❖ **4th Quarter 90% of students will score 80% or higher on weekly DLI assessments.**
- ❖ **Quarterly Write Source assessments**
 - ❖ **1st Quarter 75% of students will score 63% or higher on quarterly Write Source assessments.**
 - ❖ **2nd Quarter 75% of students will score 67% or higher on quarterly Write Source assessments.**
 - ❖ **3rd Quarter 75% of students will score 71% or higher on quarterly Write Source assessments.**
 - ❖ **4th Quarter 75% of students will score 75% or higher on quarterly Write Source assessments.**

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Beattie Collaborative Interventions for Student Success	2009-2010 school year	Increased student achievement and growth		
GRIN (Great Reading Instruction Now) class (Cripe, Stapp, Rice, Lucero, Brook, Wilcox, S. Wagner)	2009-2010	Increased use of research-based instruction		
Digital Educator Program (Lucero and Rice)	2009-2010	Increased student engagement and motivation		
Step Up to Writing (Robbins)	October 8-9, 2009	Increased use of researched-based instruction		

Poudre School District Elementary School Improvement Plan 2009 – 2010
Math Growth SMART Goal

<p>School Math Growth SMART Goal: 78% of 2nd -5th grade students will show a year's growth in math as measured by spring MAPS math testing and /or CSAP math</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) 73% of students in grades 2-5 scored average or higher on Fall 09 MAPS</p>
<p>59% of current 5th grade students met the growth target on Spring 09 CSAP</p>
<p>50% of 4th & 5th grade Hispanic students met the growth target from fall to spring MAPS 08-09</p>

Strategic Actions to Support Math Growth SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
Use essential learnings to guide instruction	Grade level teams & coaches	Grade level documents in progress Fully implement in 2010-2011	PSD standards, Everyday Math
Implement Stand Out Math program grades 2-5	Grade level teachers & coaches	09-10 school year	Workshop and Stand Out Math materials
Implement Math in a Flash from Renaissance Place	Grade level teachers , math coach & media specialist	09-10 school year	BAT
Use Accelerated Math grades 3-5	Grade level teachers & support staff	09-10 school year	Accelerated Math program
In grade levels, students will be provided five minutes of recess for every percentage point that their grade level raises their collective unit average on the winter math MAP assessments and again in spring	Principal	By the end of February and again by May 19	Outside playground or gymnasium and time
In order to keep the Beattie community aware of progress toward our growth goals, a bulletin board has been set up in the media center. In addition to showing bi-monthly progress on behavioral data, this bulletin board will show	Principal and Office Manager	End of September, end of January, start of May	MAP and DRA 2 data updates

Strategic Actions to Support Math Growth SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
graphs representing student progress in reading and math. In the fall the percentage of students attaining grade-level performance on DRA 2, MAP reading, and MAP math will be charted. In January and May the percentage of students showing growth in the respective areas will also be charted.			

Benchmarks* for Math Growth SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)
78% of students will meet or exceed their mid-year target goal on Winter MAPS math.
78% of students will meet or exceed their end of the year target on Spring MAPS math.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Beattie Collaborative Interventions for Student Success	09-10 school year	Use data to target students' needs		
Stand Out Math- Grades 2-5	Fall 09	Increase students' vocabulary in the area of math		
Differentiation for 5 th grade high achievers	Fall 09	Increase the performance of high achieving students		
Digital Educator Program	09-10 School year	Design a Smart Board presentation for probability		
Add+Vantage Math training	Winter 09	Gain knowledge of interventions		
Math Navigator training	Fall/Winter 09-10	Gain knowledge regarding math interventions and		

* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
		develop formative assessments		

Poudre School District Elementary School Improvement Plan 2009 – 2010
Postsecondary Readiness SMART Goal

<p>School Postsecondary Readiness SMART Goal: 80% of 2nd, 3rd, 4th, and 5th grade Hispanic students will score at the Proficient or Advanced levels on CSAP and/or MAPs math and reading assessments in order to reduce the achievement gap when compared with white students.</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) CSAP Spring 2009 scores indicate 33% of 4th level Hispanic students scored PP in both Reading and Math. Thirty three percent of 5th level Hispanic students scored PP in Reading. Seventeen percent of 4th and 5th level White students scored PP or U in Reading, 17% of 5th White students scored PP in Math, and 21% of 4th White students scored PP in Math.</p>

Strategic Actions to Support Postsecondary Readiness SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
Utilize IE time with targeted students, focusing on their study skills, finding information, content and academic vocabulary/terminology	Interventionists Classroom Teachers	2009-2010 School Year	Content area books, current curriculum
Offer mentorships with their peers/CSU tutors/parent volunteers	Classroom Teachers	2009-2010 School Year	Mentors need guidance, materials, and activities
Involve students in enrichment games to broaden thinking skills	Staff Volunteers	2009-2010 School Year	Games
Increase percentage of lessons that include critical and creative thinking skills including meta-cognition (learning how you learn)	Classroom Teachers and Encore	2009-2010 School Year	Materials
Provide affective strategies/counseling with data dialogue, strengths/areas of improvement, why is it hard	Counselor, Principal, Classroom Teachers	2009-2010 School Year	Data, learning modalities, meta-cognition materials, self-esteem materials,
Provide specific rewards/celebrations for individual goal achievements (i.e. MAPS,	Staff	Quarterly	TIX for kids, Pizza coupons, Fort Fun, drops for the bucket, blue

Strategic Actions to Support Postsecondary Readiness SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
CSAP, AR)			notes
Introduce minority role models for Whole Child career explorations	Staff, G/T	2009-2010 School Year	Guest artists, grants for trips BRAINY
Create extended learning opportunities through tutoring	Staff TBD	2009-2010 School Year	\$13,000 Title 1 ARRA Funding

Benchmarks* for Postsecondary Readiness SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments) Students will show improvement as measured by increased scores in MAPS and CSAP and in achieving AR goals
70% of Hispanic students will be at Proficient or Advanced in Reading and Math on the Winter MAPS.
80% of Hispanic students will reach third quarter AR Goals.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Beattie Collaboration Intervention for Success	All year	Staff gain knowledge to positively impact student performance through interventions	TBD	NA
EXCEED training	Started 9/30/09	Staff become proficient in progress monitoring	Ongoing	NA
RtI training	All year; continuation from 09-09	Staff gain knowledge to positively impact student performance through interventions	Ongoing	NA
Multi-Sensory Reading Class	First semester	Staff gain knowledge to		

* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
		positively impact student performance through interventions		
Tuesday Tours (post-readiness skills)	Incrementally through the year	Gain knowledge		

Poudre School District Elementary School Improvement Plan 2009 – 2010
Transitions SMART Goal

School Transitions SMART Goal: 95% Attendance rate
Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) <ul style="list-style-type: none"> • 95.6% during the 2008-09 school year attendance rate • August 31-September 30 average tardies were 13.7 per day. • August 31-September 30 average absences were 15.2 per day (5.2% absent; 94.8% present).

Strategic Actions to Support Transitions SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
Provide an absent folder to students who have missed a day +	Classroom Teachers	On-going	Basic outline of what students missed that day.
Informing families of the Teacher Web resource through Back to School Night etc.	3 rd , 4 th and 5 th classroom teachers	On-going	\$40 a year per unit
-We will collect baseline data on absences beginning on August 31 through September 30. -Starting October 1 st , research will be done to determine the reason behind the absences of the 5 students with the most absences. -The counselor, parent and student	Office Secretary and Counselor	Beginning in October, work will be done to determine the cause of absences. Monthly goal will be set and evaluated.	Office Secretary and some tangible rewards for a met goal. Principal's discretionary funds will be used for student recognition.

Strategic Actions to Support Transitions SMART Goal:			
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)
<p>will set a goal for the month of October for improvement. -We will continue this plan for each month of the school year.</p> <p>Note: will not target those students who have been out due to the flu</p>			
<p>We will collect baseline data on tardies beginning on August 31 through September 30. -Starting October 1st, the counselor will contact the parents of the 5 students with the most tardies to determine the reason. -The counselor, parent and student will set a goal for the month of October for improvement. -We will continue this plan for each month of the school year.</p>	Office Secretary and Counselor	Beginning in October, work will be done to determine the cause of absences. Monthly goal will be set and evaluated.	Office Secretary and some tangible rewards for a met goal. Principal's discretionary funds will be used for student recognition.

- Benchmarks* for Transitions SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)
- Baseline data will be collected in September. On-going data collection will be collected and analyzed monthly. Students achieving goal will be recognized.
 - By the end of October we will decrease the number of tardies for the five students by 25%.
 - By the end of October we will decrease the number of absences for the five students by 25%.
 - Each month we will target the top 5 students for tardies and absences with the goal of decreasing the number by 25%.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
N/A				

* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level: Kindergarten	Subject: Reading	Team Members		
		Sue Wagner	Heather Easterling	

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <i>type "x" in box to select</i>	<input checked="" type="checkbox"/> 3rd Grade Reading Proficiency	<input type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math)	<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students
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Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)
<ul style="list-style-type: none"> • 40 % of kindergarten students are in control of recognizing the upper case letters • 18% of kindergarten students are in control of recognizing the lower case letters • 11% of kindergarten students are in control of recognizing the sounds for the lower case letters

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
We will use Open Court curriculum to guide reading instruction.	Teachers	August '09-May '10	Open Court materials	G.R.I.N., Beattie Collaborative Interventions for Students
We will provide daily learning centers to reinforce our Open Court lessons.	Teachers, volunteers, CSU tutors, and peras	September '09-April '10	Supplemental teaching resources	G.R.I.N., Beattie Collaborative Interventions for Students
We will continually ask for home reading support through our gumball reading program.	Teachers, parents	September '09-May '10	Bulletin board, gumball stickers, gum, gumball reader sheets	
We will administer letter and sound assessments intermittently throughout the year.	Teachers	August '09- May '10	Letter and sound assessment sheets, DRA2 word analysis tasks (WAT) 5, 6, and 11	
We will use Intervention & Enrichment time for letter recognition and sounds, as well as high frequency words.	Teachers	August '09- May '10	Supplemental teaching resources, hands on manipulatives	
We will use the resources of the Gifted and	Gifted and Talented	September '09-	GT: Supplemental	

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Talented teacher and the Title 1/Literacy teacher.	teacher, Title 1/Literacy teacher	May '10	teaching resources Title 1/Literacy: Open Court, supplemental materials	
We will communicate with parents via our biweekly unit newsletter.	Teachers	September '09- May '10	Typed newsletter, school website	
We will conference with parents throughout the year as necessary.	Teachers	September '09- May '10	e-mail, phone, one-to-one conference at school	

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
 Using the DRA2 word task analyses 5, 6, and 11 to measure progress on letters and their sounds, 70% of the students will have control of their letters and sounds by mid-year testing and 90% or above will have control of their letters and sounds by end-of-the-year testing.

* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level:	Subject:	Team Members		
1	Reading	Barbara Kelleher	Rebecca Robbins	
		Mary Ann Seymour		

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <i>type "x" in box to select</i>	<input checked="" type="checkbox"/> 3rd Grade Reading Proficiency	<input type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math)
	<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students

Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)
71% of first grade students were on grade level at the beginning of the school year according to the DRA2

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Ensure students attain essential learnings in reading	Teachers, parents	Throughout the school year		
Hold parent/teacher conferences	Teachers, parents	As needed		
Administer DRA2 testing	Teachers	Three times per year	Substitutes/scheduling	
Utilize Read Naturally for at least 50% of the students	Teachers, volunteers, CSU students	October through May as appropriate by reading levels	Established grant for materials and volunteers for working with students	
Utilize Accelerated Reader for 80% of the students	Teachers, students, volunteers	October through May as appropriate by reading levels		
Use guided reading groups for 90% of the students	Teachers	Ongoing throughout the year	Beattie Book Room	
Use I & E time to support and enhance reading essential learnings	Teachers	Ongoing throughout the year		

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
Using the DRA2 to measure reading progress, 80% of the students will reach a level 10 or above by mid-year testing and level 16 or above by end-of-the-year testing.

* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level: 2 nd grade	Subject: Reading	Team Members		
		Jill Cripe		
		Lisa Stapp		

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <small>type "x" in box to select</small>	<input checked="" type="checkbox"/> 3 rd Grade Reading Proficiency	<input type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math)
	<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students

Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)
77.5% (31/40 students) of 2nd graders scored at proficient or advanced as measured by the fall DRA2 and MAPs assessments.

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions <small>(What adults will do to address this goal)</small>	Person(s) Responsible <small>(Specific Lead Persons Responsible for Implementing Strategy)</small>	Timeline <small>(Projected Timeframe for Implementation and Completion of Strategy)</small>	Resources and Budget <small>(Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)</small>	Professional Development in Support of Strategic Actions
Instruct students in Literacy/Title 1 groups – 11 students	Kathy Wagner and Claudia Schweizer	yearlong		
Address individual reading levels through Guided Reading Groups – 33 students	Jill Cripe, Lisa Stapp and Cindy Haskell	yearlong	Beattie Book Room	
Support fluency with the Read Naturally program – 16 students	Kathie Hagen, Pam Howard and 6 parent volunteers	October – May	Read Naturally program	Booster training of RN program and placing students

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
82.5% by mid-year (2 added to proficient or 33/40 are proficient)
90% by end of year (5 added to proficient or 36/40)

* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level: 3	Subject: Reading	Team Members		
		Wende Brook	Kimberlee Wilcox	
Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <small>type "x" in box to select</small>		<input checked="" type="checkbox"/> 3rd Grade Reading Proficiency	<input type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math)	
		<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students	
Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)				
<p>74% of current third grade students scored a 3 or 4 on the CBLA ranking 64% of current third grade students scored proficient or higher on the fall MAPS reading test 59% of current third grade students are not on an Individualized Literacy plan (ILP)</p>				

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Provide small group instruction for students in Literacy/Title 1	Kathy Wagner and Claudia Schweizer	yearlong		Multi-Sensory Reading Approach Class
Address individual reading levels through Guided Reading Groups	Wende Brook, Pam Howard, Rebecca Robbins, Kimberlee Wilcox and Cindy Haskell	yearlong	Beattie Book Room	G.R.I.N. Class
Implement nonfiction reading with National Geographic classroom magazines	Wende Brook and Kimberlee Wilcox	yearlong	National Geographic magazines	
Implement the Read Naturally program to increase students' reading fluency	Pam Howard and parent volunteers	yearlong	Read Naturally program	Booster training of RN program and placing students
Set and monitor students' reading goals through the Accelerated Reader (AR) program.	Wende Brook, Kimberlee Wilcox, Kathy Wagner and Claudia Schweizer	quarterly	Accelerated Reader program	

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)

79% of students will score at least 192 on Winter MAPS reading.
 82% of third grade students on an ILP should be reading on level 34 or higher.
 90% of third grade students will score at least 195 on Spring MAPS reading.
 90% of third grade students should be reading at least on level 38 on the DRA2

* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level: 4 th	Subject: Math	Team Members		
		Vanessa Lucero	Patti Rice	

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <small>type "x" in box to select</small>	<input type="checkbox"/> 3 rd Grade Reading Proficiency	<input checked="" type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Math)
	<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students
78% of 4th grade students will show a year's growth in math as measured by spring MAPS math testing and /or CSAP math.		
Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)		
Fall Math MAPS: 72% of 4 th graders scored average or higher on Fall 09 MAPS		

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Explicit instruction in using Math Facts in a Flash	Hagen, Lucero, Rice	1 st quarter	Renaissance Learning (BAT funds)	Beattie's Collaborative Interventions for Student Success
Implement a rotating schedule for all students to use Math Facts in a Flash.	Lucero, Rice	2 nd , 3 rd , 4 th quarters	Renaissance Learning (BAT funds)	Beattie's Collaborative Interventions for Student Success
Daily instruction focusing on 4 th grade essential learnings	Lucero, Rice	1 st – 4 th quarter	Everyday Math	Beattie's Collaborative Interventions for Student Success
Instruction focusing on Probability & Technology	Lucero, Rice	3 rd quarter	Smart Board, Pixie	PSD Digital Educator Program
Provide daily one-on-one tutoring for students scoring less than 80% on Accelerated Math independent work	Lucero, Rice, Robbins	2009-2010 Intervention and Enrichment time	CSU tutors	Beattie's Collaborative Interventions for Student Success
Provide reteaching to students scoring less than 80% on Everyday Math homework	Lucero, Rice, Robbins	2009-2010 Intervention and Enrichment time	Everyday Math CSU tutors	Beattie's Collaborative Interventions for Student Success

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)

Winter Math MAPS: 73% of 4th grade students will meet their mid-year growth target.

Spring Math MAPS: 78% of 4th grade students will meet their growth target and show a year's growth in math.

Accelerated Math:

- ❖ 1st Quarter-65% of 4th grade students will achieve a score of 80% or higher
- ❖ 2nd Quarter-70% of 4th grade students will achieve a score of 80% or higher
- ❖ 3rd Quarter-75% of 4th grade students will achieve a score of 80% or higher
- ❖ 4th Quarter-80% of 4th grade students will achieve a score of 80% or higher

Math Facts in a Flash

- ❖ 2nd Quarter-70% of 4th grade students will master addition math facts
- ❖ 3rd Quarter-75% of 4th grade students will master subtraction math facts
- ❖ 4th Quarter-80% of 4th grade students will master multiplication math facts

Everyday Math Unit Assessments

- ❖ 1st Quarter-65% of 4th grade students will achieve a score of 80% or higher
- ❖ 2nd Quarter-70% of 4th grade students will achieve a score of 80% or higher
- ❖ 3rd Quarter-75% of 4th grade students will achieve a score of 80% or higher
- ❖ 4th Quarter-80% of 4th grade students will achieve a score of 80% or higher

Poudre School District Elementary School Improvement Plan 2009 – 2010 Classroom Action Plan

Grade Level:	Subject:	Team Members		
5th grade	Reading	Nancee Codd	Tom Healy	

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <small>type "x" in box to select</small>	<input type="checkbox"/> 3rd Grade Reading Proficiency	<input checked="" type="checkbox"/> Annual Student Academic Growth (check one: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math)	<input type="checkbox"/> Successful Transitions for All Students
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Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)

Fall MAPS Reading test percentile rankings: 25% low (> 34); 37% average (34-66); 37% High (< 66)

DRA2 results: 16% below grade level ; 35% on grade level; 45% above grade level

CSASP results: 12% unsatisfactory; 12% partially proficient; 67% proficient; 9% advanced

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions

* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Lead guided reading / novel groups	Classroom teachers	One novel per month	Leveled book room	Guided Readers and Writers by Fountas and Pinnell
Set MAPS goals for each student	Classroom teachers / students	Winter and spring MAPS tests	Open Court Novels from Leveled book room Guided reading groups	Margo Miller Pam Howard
Set quarter goals for Accelerated Reader	Classroom teachers / students	Quarterly	Longs Peak budget for celebrations at the end of each quarter Accelerated Reader program Leveled book room Beattie Library Public Library Battle of the Books	Kathie Hagen Cindy Haskell Tom Healy Nancee Codd
Develop Individualized Learning Plans	Classroom Teachers Resource Teachers CSU tutors	Quarter AR goals and STAR tests	Read Naturally Accelerated Reader	Training in the Read Naturally program

<p>Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)</p> <p>Winter MAPS test –</p> <ul style="list-style-type: none"> 75% of students will show progress of 3 points or more toward their target goal for yearly growth on MAPS tests <p>Quarterly STAR tests</p> <ul style="list-style-type: none"> 1st quarter – at least 60% of students will increase their ZPD range compared to their August ZPD score. 2nd quarter – at least 65% of students will increase their ZPD range compared to their August ZPD score. 3rd quarter – at least 70% of students will increase their ZPD range compared to their August ZPD score. 4th quarter – at least 75% of students will increase their ZPD range compared to their August ZPD score. <p>AR goals</p> <ul style="list-style-type: none"> 1st quarter – at least 65% of students will reach their AR goal 2nd quarter – at least 70% of students will reach their AR goal 3rd quarter – at least 75% of students will reach their AR goal 4th quarter – at least 80% of students will reach their AR goal <p>Monthly AR tests on guided reading novels</p> <ul style="list-style-type: none"> 1st quarter – at least 65% of students will receive a score of 75% or better on the AR quiz 2nd quarter – at least 70% of students will receive a score of 75% or better on the AR quiz 3rd quarter – at least 75% of students will receive a score of 75% or better on the AR quiz 4th quarter – at least 80% of students will receive a score of 75% or better on the AR quiz
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* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level: K-5	Subject: Art, Music, PE Media	Team Members		
		Michelle Mueller	Tara Sparks	Kimberly Noel
		Kathie Hagen		

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <i>type "x" in box to select</i>	<input type="checkbox"/> 3 rd Grade Reading Proficiency	<input type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math)
	<input checked="" type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students

Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)
CSAP Spring 2009 scores indicate 33% of 4th level Hispanic students scored PP in both Reading and Math. Thirty three percent of 5th level Hispanic students scored PP in Reading. Seventeen percent of 4th and 5th level White students scored PP or U in Reading, 17% of 5th White students scored PP in Math, and 21% of 4th White students scored PP in Math.

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Introduce minority role models for Whole Child career explorations – Kevin Locke	Principal/Encore	Oct 27		None
Provide guest artists, grants for trips for BRAINY for CSU (4th grade)	Kimberly Noel, Tara Sparks	Oct 23	CSU Grant	None
Increase percentage of lessons that include critical and creative thinking skills including meta-cognition (learning how you learn)	Encore Team	2009-2010 School Year	Current Encore Budgets	Monthly meetings Music Seminars, Art Best Practices, Media Training, PE Meetings
Provide specific rewards/celebrations for individual goal achievements in specials areas	Encore Team	2009 – 2010 School Year	None	None

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
**Pre./Post assessment for Brainy Project,
 Record and analyze SOLE standards chart each quarter to determine specific rewards/celebrations.
 Quarterly discussion during encore meetings of % of critical and creative thinking skills.**

* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level:	Subject:	Team Members		
Grades K - 5	Reading	Margo Miller		

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <i>type "x" in box to select</i>	<input type="checkbox"/> 3rd Grade Reading Proficiency	<input checked="" type="checkbox"/> Annual Student Academic Growth (check one: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math)
	<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students

Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)
72% of students in grades 2-5 scored proficient or higher on the Fall 2009 MAPS reading assessment

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Provide individual student data folders for grades 2,3, & 5	Margo Miller	Fall 2009		
Collaborate with unit teachers in setting goals and monitoring student progress	Margo Miller	Monthly Data Dialogues		
Attend Coaches Academy & pertinent literacy training	Margo Miller	2009-2010 school year		Coaches Academy Multi-sensory Reading class, Read Naturally Training, Classroom Instruction that Works with ELA facilitator training, Guided Reading training, PEBC Literacy Seminar – The Reading Workshop: Routines that Support All Readers
Provide literacy resources and strategies for classroom teachers	Margo Miller	2009-2010		

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
78% of students in grades 2-5 will score proficient or higher on the Winter 2010 MAPS math assessment

* Benchmarks are checkpoints that measure progress toward School SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

Poudre School District Elementary School Improvement Plan 2009 – 2010
Classroom Action Plan

Grade Level:	Subject:	Team Members		
Grades K- 5	Math	Cathy Sawin		

Indicate School SMART Goal(s) Addressed by this plan (select all that apply) : <i>type "x" in box to select</i>	<input type="checkbox"/> 3rd Grade Reading Proficiency	<input checked="" type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Math)	<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students
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Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)
73% of students in grades 2-5 scored proficient or higher on the Fall 2009 MAPS math assessment

Classroom Strategic Actions to Support Achievement of Goal Objectives:				
Strategic Actions (What adults will do to address this goal)	Person(s) Responsible (Specific Lead Persons Responsible for Implementing Strategy)	Timeline (Projected Timeframe for Implementation and Completion of Strategy)	Resources and Budget (Materials, Grants, Funds, and Other Resources Targeted to Support Strategy)	Professional Development in Support of Strategic Actions
Provide individual student data folders for grades 2, 3 & 5	Cathy Sawin	Fall 2009		
Collaborate with unit teachers in setting goals and monitoring student progress	Cathy Sawin	Monthly Data Dialogues		
Attend Coaches Academy & pertinent math training	Cathy Sawin	2009-2010 school year		<ul style="list-style-type: none"> ▪ Coaches Academy ▪ Stand Out Math ▪ Math Navigator ▪ Add + Vantage Math
Provide resources and strategies for math instruction to classroom teachers	Cathy Sawin	2009-2010 school year		

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
78% of students in grades 2-5 will score proficient or higher on the Winter 2010 MAPS math assessment

Poudre School District School Improvement—2009-2010
Professional Development Plan (for PD not aligned with a school SMART goal)

All professional development planned for licensed staff is imbedded in SMART goals outlined above.

Professional Development for Classified Staff:

Professional Development Goal: Increase the awareness and involvement of classified staff with the development of the Beattie School Improvement Plan

Resources (\$ and percent of allocation): \$396 from site professional development funds were devoted to compensating classified staff members for their participation in various meetings during which the SIP was developed.

Professional Development Goal: Use CDE guidelines to review and revise playground expectations at Beattie

Resources (\$ and percent of allocation): \$130 from site professional development funds were devoted to compensating classified staff members for their participation in off-duty time to accomplish this for the benefit of the whole school.

Professional Development Goal: Increase skills in working with students instructionally by participating in Math Games and Exploring Learning Styles and Teaching Strategies classes

Resources (\$ and percent of allocation): \$0 (The four classified staff members participating in training that extends beyond their assigned hours are using that time as compensation for other assigned hours within one month of said training)

Professional Development Goal: Review skills in First Aid

Resources (\$ and percent of allocation): \$0 (The five classified staff members participating in training that extends beyond their assigned hours are using that time as compensation for other assigned hours within one month of said training)

Professional goal for Sam Aldern, Beattie Principal

100% of the benchmarks for the six school-wide SMART goals and six grade level Classroom Action Plans will be monitored for success rates at mid-year and, where applicable, prior to May.

DATE	GOAL	BENCHMARKS	SUCCESS RATE
Midyear	School 3 rd Grade Reading Proficiency SMART Goal: 90% of 3 rd graders will perform at the Proficient or Advanced levels on the 2010 CSAP Reading assessment.	By mid-year (Dec. '09), students should be reading at least on level 34 on the DRA2 and/or score at least 192 on the winter MAPs assessment.	
Midyear	School Reading Growth SMART Goal: 75% of 1-5 th grade students will show a year's growth in reading as measured by DRA2 and/or spring MAPs reading testing.	75% of second through fifth grade students will reach their mid-year target goal on Winter MAPS/ testing for reading growth. 75% of first through fifth grade students will reach their mid-year target goal on Winter DRA2 testing for reading growth.	
Midyear	School Writing Growth SMART Goal: 75% of 4 th -5 th grade students will show a year's growth in writing as measured by the CSAP writing assessment.	Daily Language Instruction assessment : 2 nd Quarter: 80% of students will score 80% or higher on weekly DLI assessments. Quarterly Write Source assessments 2 nd Quarter 75% of students will score 67% or higher on quarterly Write Source assessments.	
Midyear	School Math Growth SMART Goal: 78% of 2 nd -5 th grade students will show a year's growth in math as measured by spring MAPS math testing and /or CSAP math	78% of students will meet or exceed their mid-year target goal on Winter MAPS math.	
Midyear	School Postsecondary Readiness SMART Goal: 80% of 2 nd , 3 rd , 4 th , and 5 th grade Hispanic students will score at the Proficient or Advanced levels on CSAP and/or MAPs math and reading assessments in order to reduce the achievement gap when compared with white students.	70% of Hispanic students will be at Proficient or Advanced in Reading and Math on the Winter MAPS.	
Midyear	School Transitions SMART Goal: 95% Attendance rate	By the end of October we will decrease the number of tardies for the five students by 25%.	

		By the end of October we will decrease the number of absences for the five students by 25%.	
Midyear	Kindergarten classroom action plan in support of 3 rd Grade Reading Proficiency	Using the DRA2 word task analyses 5, 6, and 11 to measure progress on letters and their sounds, 70% of the students will have control of their letters and sounds by mid-year testing	
Midyear	First grade classroom action plan in support of 3 rd Grade Reading Proficiency	Using the DRA2 to measure reading progress, 80% of the students will reach a level 10 or above by mid-year testing	
Midyear	Second grade classroom action plan in support of 3 rd Grade Reading Proficiency	82.5% of the students will be proficient or higher on mid-year MAP testing	
Midyear	Third grade classroom action plan in support of 3 rd Grade Reading Proficiency	79% of students will score at least 192 on Winter MAPS reading. 82% of third grade students on an ILP should be reading on level 34 or higher.	
Midyear	Fourth grade classroom action plan in support of annual student growth in math	Accelerated Math: 2 nd Quarter-70% of 4 th grade students will achieve a score of 80% or higher Math Facts in a Flash 2 nd Quarter-70% of 4 th grade students will master addition math facts Everyday Math Unit Assessments 2 nd Quarter-70% of 4 th grade students will achieve a score of 80% or higher	
Midyear	Fifth grade classroom action plan in support of annual student growth in reading	Quarterly STAR tests 2 nd quarter – at least 65% of students will increase their ZPD range compared to their August ZPD score. AR goals 2 nd quarter – at least 70% of students will reach their AR goal Monthly AR tests on guided reading novels 2 nd quarter – at least 70% of students will receive a score of 75% or better on the AR quiz	
Prior to May	School 3 rd Grade Reading Proficiency SMART Goal: 90% of 3 rd graders will perform at the Proficient or Advanced levels on the 2010 CSAP Reading assessment.	By May '10, students should be reading at least on level 38 on the DRA2 and/or score at least 195 on the spring MAPs.	
Prior to May	School Writing Growth SMART Goal: 75% of 4 th -5 th grade students will show a year's growth in writing as measured by the	Daily Language Instruction assessment : 3 rd Quarter 85% of students will score 80% or higher on weekly DLI assessments.	

	CSAP writing assessment.	3 rd Quarter 75% of students will score 71% or higher on quarterly Write Source assessments.	
Prior to May	School Math Growth SMART Goal: 78% of 2 nd -5 th grade students will show a year's growth in math as measured by spring MAPS math testing and /or CSAP math	78% of students will meet or exceed their end of the year target on Spring MAPS math.	
Prior to May	School Postsecondary Readiness SMART Goal: 80% of 2 nd , 3 rd , 4 th , and 5 th grade Hispanic students will score at the Proficient or Advanced levels on CSAP and/or MAPs math and reading assessments in order to reduce the achievement gap when compared with white students.	80% of Hispanic students will reach third quarter AR Goals.	
Prior to May	School Transitions SMART Goal: 95% Attendance rate	Each month we will target the top 5 students for tardies and absences with the goal of decreasing the number by 25%.	
Prior to May	Kindergarten classroom action plan in support of 3 rd Grade Reading Proficiency	90% or above will have control of their letters and sounds by end-of-the-year testing.	
Prior to May	First grade classroom action plan in support of 3 rd Grade Reading Proficiency	80% of the students will reach a level 16 or above by end-of-the-year testing.	
Prior to May	Second grade classroom action plan in support of 3 rd Grade Reading Proficiency	90% of the students will be proficient or higher on mid-year MAP testing	
Prior to May	Third grade classroom action plan in support of 3 rd Grade Reading Proficiency	90% of third grade students will score at least 195 on Spring MAPS reading. 90% of third grade students should be reading at least on level 38 on the DRA2	
Prior to May	Fourth grade classroom action plan in support of annual student growth in math	Accelerated Math: 3 rd Quarter-75% of 4 th grade students will achieve a score of 80% or higher Math Facts in a Flash 3 rd Quarter-75% of 4 th grade students will master subtraction math facts Everyday Math Unit Assessments 3 rd Quarter-75% of 4 th grade students will achieve a score of 80% or higher	
Prior to May	Fifth grade classroom action plan in support of annual student	Quarterly STAR tests 3 rd quarter – at least 70% of students will increase their ZPD range compared to their August ZPD	

	growth in reading	score. AR goals 3 rd quarter – at least 75% of students will reach their AR goal Monthly AR tests on guided reading novels 3rd quarter – at least 75% of students will receive a score of 75% or better on the AR quiz	
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