

Poudre School District Elementary School Improvement Plan—2009-2010

The Elementary School Improvement Plan (SIP) packet includes:

- Data Analysis – Guiding Questions: Six questions designed to guide your team through data analysis and lead to prioritization of goals and strategic actions.
- Six SMART Goal Sheets – Aligned with district Learning Goals, a goal for each of the following is required:
 - 3rd Grade Reading Proficiency
 - Annual Growth in Reading
 - Annual Growth in Writing
 - Annual Growth in Math
 - Postsecondary Readiness
 - Transitions
- Classroom Action Plan – Worksheet for instructional teams to detail specific strategic actions that will contribute to success in reaching SMART goals. These sheets should be used for instructional teams to target specific areas. Not all instructional teams are expected to complete these sheets for each goal. NOTE: Some classroom strategic actions may contribute to more than one school SMART goal. When that is the case, please check the box next to any goal that applies. Include copies of Classroom Action Plans in submitted SIP.
- Essential Learnings Worksheet – Optional form that is made available to assist with the development of essential learnings. Not a required part of SIP.
- Professional Development Plan – Required to document professional development that is not directly aligned with a school SMART goal. Professional development that is aligned with a school SMART goal is documented on the goal sheet.

School Improvement Plans are due to Kevin Hahn by Friday, October 9, 2009

Mid-year review of plan is due January 29, 2010.

End-of-year review of plan is due June 18, 2010.

(Mid-year and end-of-year review forms will be distributed later in the year.)

Poudre School District School Improvement Plan—2009-2010

Data Analysis – Guiding Questions

As you work through your data analysis, be sure to...

- Employ multiple data sources:
 - Accreditation Data Summary
 - CDE School Growth Summary
 - CSAP by AYP Category Report
- Include information on all students
- Include climate variables (faculty, student, and parent perceptions)
- Identify root causes and contributing factors
- Prioritize actions

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

Students at Riffenburgh Elementary School achieve at "High" levels in virtually all subject areas for third through sixth grades. During the 2008-09 school year we experienced "Excellent" performance in two subject/grade areas. Our 4th grade achieved excellence on Math assessments, and the outgoing 6th grade class performed at an excellent level on Reading assessments. While we are pleased with these results, at this time they do not indicate the pattern of progress we aspire to from either grade levels or in each subject area. The fact that Riffenburgh 5thgrade students attained "Average" performance on the CSAP Science assessment is an immediate concern that we are seeking to address through greater school-wide emphasis on Science process skills and creation of a Science Lab as a resource for students and teachers at all grade levels.

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

The performance of students in subgroups at Riffenburgh does not keep pace with overall school performance. The gap is not as significant in Reading between minority and free/reduced lunch groups and their grade level peers who are not part of these subgroups. The discrepancy is a greater concern in Math, especially among last year's 6th graders where the lack of subgroup students performing at the advanced level is problematic. Writing performance across 3rd-6th grades also reflects a disparity between the proportion of students at the proficient and advanced levels in Riffenburgh subgroups relative to overall enrollment.

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

Poudre School District School Improvement Plan—2009-2010

Data Analysis – Guiding Questions

As measured by Poudre School District's Growth + Model, Riffenburgh students performed above PSD growth averages in all three subject areas: Math 73.77% to 70%, Reading 81.15% to 72%, Writing 74.59% to 69%. Our school performance for 2009 also exceeds the Poudre School District targets that have been established for 2010 in all subject areas. We have included elevated performance targets in Reading, Writing and Math for Riffenburgh students in order to extend our successes and help more students achieve grade level proficiency or advanced levels.

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

The performance of subgroups at Riffenburgh Elementary during the 2008-09 school year provides us with specific targets that will benefit members of the subgroups and ultimately our overall performance. There is an extremely high correlation between the performance of Minority students and students on Free/Reduced Lunch in Reading and Math, suggesting that many individuals may be part of both subgroups (please refer to data in Riffenburgh Elementary's School Growth Summary). There is a correlation between the two subgroups in Writing (40% minority growth compared to 59% non-minority growth contrasted with 51% FRL growth compared to 58% growth among non-FRL students), but it is not as striking as the correspondence in Reading and Writing. In all subjects a significant gap exists between the performance of these two subgroups and the overall enrollment which requires intervention. Differences in performance by gender are subject dependent, with girls outperforming their male peers in median

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

The achievement gap at Riffenburgh Elementary School has narrowed substantially in Math, to the point that there was virtually no difference between the performance of sub-groups compared to all students in 2009. It should be noted that our school-wide median growth was lower in Math than the other two subject areas. Reading growth figures indicate that Riffenburgh has increased overall growth while closing the gap among minority students. Our 2009 results in Writing show a significant reduction in the achievement gap for Free/Reduced Lunch students, while the twenty point difference between the growth of minority students and all students persists.

Poudre School District School Improvement Plan—2009-2010

Data Analysis – Guiding Questions

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

Riffenburgh Elementary School is focusing its school improvement efforts on the development of regular opportunities for teachers, staff and volunteers to provide timely instructional help for students who are experiencing difficulty or are ready for additional challenges. We have made a comprehensive commitment to implementing daily intervention/enrichment blocks for students in all grades. This commitment is reflected in our new schedule which includes instructional blocks for all subject areas as well as intervention/enrichment periods of 45 minutes in which teachers are not presenting new concepts or skills. During the I/E blocks teachers are focusing on developing individual or small group settings to give students more attention and time to solidify learning which has not yet been firmly established. In developing this dimension of our instructional program we are taking the belief that all children can learn and generating the chance for extra time and help that some learners require. This shift forces teachers to examine and reflect on their practices, and calls for more effort to differentiate instruction. We are prepared to have ongoing conversations about what makes Intervention/Enrichment blocks work well and make adjustments that positively impact the learning of our students. Our Student Success coaches (20% positions for Reading and Math) are focusing on support of the Intervention/Enrichment blocks through identification of resources and sharing of effective differentiation strategies.

Poudre School District School Improvement Plan—2009-2010
Data Analysis – Guiding Questions

Poudre School District School Improvement—2009-2010
3rd Grade Reading Proficiency SMART Goal

<p>School 3rd Grade Reading Proficiency SMART Goal: 90% of Riffenburgh 3rd grade students will achieve proficiency in Reading</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) Percent of 3rd grade students performing at proficient and advanced levels on CSAP (spring 2009) Proficient: 77% Advanced: 5% Total: 82%</p>
<p>Percent of 3rd grade students at performance levels on NWEA MAPS test (spring 2009) Low: 2% Low Average: 20% Average: 17% High Average: 24% High: 37%</p>

Strategic Actions to Support 3rd Grade Reading Proficiency 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)
Effective initial Reading instruction focused on essential learning outcomes.	Grade level teachers in grades K-3	August 2009 – May 2010	Open Court Reading series, Supplemental Guided reading materials, Language Arts blocks in master schedule
Implementation of daily intervention/enrichment blocks for grades K-3	Grade level teachers in grades K-3, Literacy Teacher, Resource Teacher, Principal, Student Success Literacy Coach	March 2009 – May 2010	Scheduling Committee work with Michael Rettig, scheduling consultant, Essential Skills software, Title IIA Grant – Student Success Literacy Coach
Daily instructional support for students on ILP's and IEP's with Reading goals	Literacy Teacher and paraprofessional, Resource Teacher	August 2009 – May 2010	Read Naturally software Exceed software
Initiate and implement Wellness and Brain-based Learning Strategies in K-3rd grade classrooms	Sustainable Learning Wellness and Brain-based Learning Strategies Committees, classroom teachers	August 2009 – May 2010	Professional Development with Kim Bevill, Gray Matters consultant, for Riffenburgh Staff on Monday, November 30, 2009

<p>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) Monthly grade level summative and weekly formative assessments to monitor student progress on essential learning outcomes in Reading. Third grade students will demonstrate proficiency on two of three assessments (CSAP, NWEA Reading and DRA2)</p>
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* 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 School Improvement—2009-2010
3rd Grade Reading Proficiency SMART Goal

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Training of staff on use of Essential Skills software	September 2009 – May 2010	Teachers will use Essential Skills software during daily intervention/enrichment blocks	Discussion about implementation process during biweekly Professional Learning Community meetings	Training provided by PSD and Riffenburgh staff members
Training of staff on use of Read Naturally software	October 21, 2009 – May 2010	Teachers will use Read Naturally software during daily intervention/enrichment blocks	Discussion about implementation process during biweekly Professional Learning Community meetings	Training provided by PSD and Riffenburgh staff members
Initial training of staff on use of Exceed software	October 7, 2009 – May 2010	Teachers will use Exceed software to access student achievement data	Discussion about implementation process during biweekly Professional Learning Community meetings	Training provided by PSD and Riffenburgh staff members

**Poudre School District School Improvement—2009-2010
Reading Growth SMART Goal**

School Reading Growth SMART Goal:
83% of Riffenburgh students in 2nd through 5th grades will achieve one year's growth as measured by CSAP and Reading Levels assessments.

Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal)
81.15% of Riffenburgh students in 2nd through 5th grades achieved one year's growth in the 2008-09 school year.

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)
Implementation of daily intervention/enrichment blocks for grades K-5	Grade level teachers in grades K-5, Literacy Teacher, Resource Teacher, Principal, Student Success Literacy Coach	March 2009 – May 2010	Scheduling Committee work with Michael Rettig- scheduling consultant, Accelerated Reader, STAR, Early STAR, Reading A to Z software, Essential Skills software, Title IIA Grant – Student Success Literacy Coach
Daily instructional support for students on ILP's and IEP's with Reading goals	Literacy Teacher and paraprofessional, Resource Teacher	August 2009 – May 2010	Read Naturally software, Essential Skills software, Reading A to Z software, Exceed software
Wellness and Brain-based Learning Strategies	Sustainable Learning Wellness and Brain-based Learning Strategies Committees	August 2009 – May 2010	PSD School Wellness Committee, PVH Healthy Kids Club and Can Do! Programs, Kim Bevill of Gray Matters

Benchmarks* for Reading Growth SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)
Monthly grade level assessments to monitor student progress on essential learning outcomes in Reading. NWEA MAPS reading assessments will be administered in fall, winter and spring. DRA2 assessments will be administered in accordance with district recommendations. STAR and Early STAR Reading assessments.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
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* 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 School Improvement—2009-2010
Reading Growth SMART Goal

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Trainings with Essential Skills, Exceed, Reading A to Z, and Read Naturally software	September 16, 2009, October 7, 2009, October 21, 2009	Teachers use software programs appropriately to monitor student growth in Reading		Training by Riffenburgh and PSD staff members
Exercise and the Brain Workshop	October 1-2, 2009	Staff understanding of correlation between wellness/physical activity and learning		No cost through grant provided by PVH
Interventions for Students with Reading Disabilities Class	September-December 2009	Teachers will apply interventions with appropriate students		Training for PSD Resource Teachers

**Poudre School District School Improvement—2009-2010
Writing Growth SMART Goal**

School Writing Growth SMART Goal: 77% of Riffenburgh students in 4th and 5th grades will achieve one year's growth as measured by the 2010 CSAP Writing assessment.
Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) 74.59% of Riffenburgh students in 4th, 5th and 6th grades achieved one year's growth as measured by the 2009 CSAP Writing assessment.

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)
Implementaion of common expository writing prompts in grades K-5 in September, January and May.	Grade level teachers in grades K-5, Riffenburgh Leadership Team and Principal	September 2009 – May 2010	Use of Professional Learning Community time on 1st and 3rd Wednesdays of the month
Use of common, age appropriate rubrics to evaluate expository writing prompts in grades K-5 in September, January and May	Grade level teachers in grades K-5, Riffenburgh Leadership Team and Principal	September 2009 – May 2010	Entry of student Writing scores into Exceed software – grade level essential learning outcomes entered in Custom Measurement
Teacher training on developing inter-rater reliability through sharing and dialogue about Writing exemplars	Grade level teachers in grades K-5, Riffenburgh Leadership Team and Principal	October 2009 and date to be determined in spring semester 2010	Student Success Coaches and district Curriculum, Instruction & Assessment staff

Benchmarks* for Writing Growth SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments) Common expository writing prompts in grades K-5 in September, January and May and 2010 CSAP Writing assessment for students in 4th and 5th grades. Monthly grade level assessments to monitor progress on essential learning outcomes in Writing.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Training on Brain-based Education with Kim Bevill	November 30, 2009	Staff will increase understanding of Brain-based Learning Strategies to positively		\$1700 from Professional Development budget

* 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 School Improvement—2009-2010
Writing Growth SMART Goal

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
		impact student retention		
Exercise and the Brain Workshop	October 1-2, 2009	Staff understanding of the correlation between wellness/physical activity and learning		No cost – grant provided by PVH

Poudre School District School Improvement—2009-2010
Math Growth SMART Goal

<p>School Math Growth SMART Goal: 76% of Riffenburgh students in 3rd-5th grades will achieve one year's growth as measured by the 2010 CSAP and NWEA MAPS Math assessments.</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) 73.77% of Riffenburgh students in 3rd-6th grades achieved one year's growth as measured by the 2009 CSAP and NWEA MAPS Math assessments.</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)
Implementation of daily intervention/enrichment blocks for grades K-5.	Grade level teachers in grades K-5, Resource Teacher, Principal and Student Success Math Coach	March 2009 – May 2010	Scheduling Committee work with Michael Rettig, scheduling consultant, Essential Skills software, Title IIA Student Success Math Coach
Daily instructional support for students on IEP's with Math goals	Resource Teacher, Grade Level Teachers	August 2009 – May 2010	Essential Skills software, Exceed software, district curriculum materials

<p>Benchmarks* for Math Growth SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments) Monthly grade level assessments to monitor student progress on essential learning outcomes in Math. Fall, winter and spring NWEA MAPS Math assessments.</p>

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Everyday Math enrichment training for 5 th Grade teachers	September 2009- January 2010	Teachers will use 6 th grade Everyday Math materials for enrichment during intervention/enrichment		Provided by PSD Professional Development

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Poudre School District School Improvement—2009-2010
Math Growth SMART Goal

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
		and Math blocks		
Essential Skills and Exceed software training	September 16 and October 7, 2009	Teachers use software appropriately to monitor student growth in Math		Training by Riffenburgh staff members who have participated in PSD trainings

Poudre School District School Improvement—2009-2010
Postsecondary Readiness SMART Goal

<p>School Postsecondary Readiness SMART Goal: Riffenburgh students will develop Sustainable Learning attributes in preparation for post-secondary readiness.</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) Baseline data will be established in 2009-10 school year to monitor student participation in Wellness, Brain-based Learning and Green Science activities as Sustainable Learning concepts are implemented.</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)
Daily activity breaks in classrooms to increase the amount of physical activity beyond Physical Education classes and recesses.	Sustainable Learning Wellness Committee members and all classroom teachers.	August 2009 through May 2010	Resources available through PSD School Wellness Committee and PVH Healthy Kids Club and Can Do! Programs
Implement activity breaks to promote student retention of concepts during instructional blocks	Sustainable Learning Brain-based Learning Committee members and all classroom teachers	August 2009 through May 2010	\$1700 from Professional Development budget for consultant fees to Kim Bevill from Gray Matters to train all Riffenburgh staff members about Brain-based Learning Strategies
Provide students in grades K-5 with learning experiences related to sustainable science, including recycling of materials, reduction of waste and field work with environmental emphasis	Sustainable Learning Science Committee and all classroom teachers	August 2009 through May 2010	Resources available through the National Science Foundation Grant Riffenburgh has established for its third consecutive year in our partnership with Colorado State University

<p>Benchmarks* for Postsecondary Readiness SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments) Levels of participation in school and extra-curricular activities will be documented as indicators of student involvement.</p>
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* 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 School Improvement—2009-2010
Postsecondary Readiness SMART Goal

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Riffenburgh Team will attend PSD School Wellness Workshop	October 2, 2009	Awareness of wellness activities and initiatives for inclusion in school wellness plan.		No cost – substitutes paid by PSD Wellness Workshop
Riffenburgh staff members will participate in training on Brain-based Learning Strategies	November 30, 2009	All staff members will develop understanding of at least two strategies which they will apply in work with Riffenburgh students		\$1700 – Consultant fees for Kim Bevill, from Gray Matters
Sustainable Science Committee members will provide training to teaching staff about use of Science Lab and school-wide Seeds to Salsa Project	August 2009 to May 2010	Encourage K-5 use of Science Lab and participation in Seeds to Salsa Project		\$1000 for purchase of seeds, soil, pots and lights for seeds to Salsa

Poudre School District School Improvement—2009-2010
Transitions SMART Goal

School Transitions SMART Goal:
Implement effective transitions for incoming Kindergarten students and outgoing 5th grade students at Riffenburgh Elementary School
Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal)
All Riffenburgh 5th grader students will participate in transition activities at Riffenburgh and at Lesher Middle School, where more than 90% of Riffenburgh students begin 6th grade. All Kindergarten students who have registered at Riffenburgh are invited to spend an afternoon at school during April to prepare them for the start of school in the fall.

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)
Riffenburgh 5th grade students will participate in transition activities in preparation for 6th grade at Lesher Middle School	5th grade teachers, Counselors at Riffenburgh and Lesher, Principals at Riffenburgh and Lesher	January-May 2010	None Required
All Kindergarten students who have registered at Riffenburgh are invited to spend an afternoon at school during April to prepare them for the start of school in the fall.	Incoming kindergarten students and parents, kindergarten teachers, principal	April 2010	None Required

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

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

* 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 School Improvement—2009-2010
Transitions SMART Goal

Poudre School District School Improvement—2009-2010
Classroom Action Plan

Grade Level:	Subject:	Team Members		
Kindergarten	Reading	Kim Baker		
		Claudia Benner		

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 checked="" type="checkbox"/> Reading <input checked="" 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)

DRA2 STAR Early Literacy Classroom Checklists

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
Daily intervention/enrichment blocks	Classroom teacher Literacy teacher Para-professionals	Sept. 09-May 10	State kdg. funding grant Adopted curricular materials School budget	Collaboration Days Exceed Training Essential Skills Training Kim Beville Inservice on Brain-based Strategies
Small group instruction during centers and Writer's Workshop	Classroom teacher Para-professional Parents	Sept. 09-May 10	State kdg. funding grant Adopted curricular materials School budget	Collaboration Days Exceed Training Essential Skills Training Kim Beville Inservice on Brain-based Strategies
Instruction utilizing Zoo Phonics	Classroom teacher Literacy teacher	Sept. 09-May 10	State kdg. funding grant Adopted curricular materials School budget	Collaboration Days Exceed Training Essential Skills Training Kim Beville Inservice on Brain-based Strategies
Differentiation of instruction by utilizing marker boards	Classroom teacher	Sept. 09-May 10	Adopted curricular materials School budget State kdg. funding grant	Collaboration Days Exceed Training Essential Skills Training Kim Beville Inservice on Brain-based Strategies

Poudre School District School Improvement—2009-2010 Classroom Action Plan

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* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
September, January, and May assessments will be given utilizing DRA2, Star Early Literacy, and Classroom Checklists

* 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 School Improvement—2009-2010
Classroom Action Plan, Essential Learnings Worksheet

Grade Level:	Subject:	Team Members		
1 st Grade	Reading	Juli Romero		
		Anne Johnson		

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 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
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Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives) **Out of 43 first graders, 11 students are below reading proficiency (Score of Level 2 or lower) on the DRA2 reading assessment as of August 2009.**

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
Classroom Daily News (Reading for a specific purpose)	Classroom Teacher	Aug 2009-May 2010	Classroom Newspaper	Reading Comprehension Strategies Class, TIE Convention
Essential Skills in Phonics	Classroom Teacher	Intervention/Enrichment Blocks (Sep 2009 – May 2010)	Essential Skills Super Phonics Software	Staff training on use of Essential Skills software
Integration of Music in Literacy	Classroom Teacher	Aug 2009-May 2010	Phonics songs, literacy song CD and books	Brain based learning staff workshop

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
1. STAR reading assessment mid-year and year-end 2. DRA2 assessment year-end 3. Monthly assessments of grade level essential learnings

* 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 School Improvement—2009-2010
Classroom Action Plan, Essential Learnings Worksheet

Poudre School District School Improvement—2009-2010
Classroom Action Plan, Essential Learnings Worksheet

Grade Level:	Subject:	Team Members		
Second grade	reading	Carolyn Stack		
		Wendy Sawyer		

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"/> 3 rd Grade Reading Proficiency	<input checked="" type="checkbox"/> Annual Student Academic Growth (check one: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing 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)
Using DRA2 , STAR tests, and district reading levels tests 80% of students in grade 2 will achieved on year's growth in the 2009-2010 school year.

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
Effective initial reading instruction focused on essential learning outcomes	Second grade teachers	August 2009-May 2010	Open Court series, supplemental guided reading materials	
Implementation of daily intervention/enrichment blocks for grade 2	Second grade teachers, literacy teachers resource teacher, CSU work study student	August 2009-May 2010	Essential skills software, read naturally, Reading A-z	
Paws for Tales	Community volunteers	Sept-May 2010	Open court decodables	
Reading Buddies	2 nd and 4 th grade teachers	Sept-May 2010	Riffenburgh Library	
Monthly storyteller	Helen Krantz	Sept-May	Library	

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of 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 School Improvement—2009-2010
Classroom Action Plan, Essential Learnings Worksheet

Grade Level:	Subject:	Team Members		
3	Reading	Diane Rice		
		Cathy Bishopp		

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)
Maps, DRA, STAR, AR, Open Court Assessments, Teacher Observation

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
Administer skills assessment from the Open Court series	Teacher	Weekly	Open Court materials	Training completed, District literacy support
Direct teaching of skill lessons	Teacher, Literacy, Volunteers	Daily/weekly	Open Court materials, teacher created, commercial products	Training completed, Literacy support, online
I/E	Teacher, Literacy, Volunteers	Daily	Open Court materials, teacher created, commercial products	Training completed, Literacy support, online
AR involvement	Teacher, Media, Principal	Ongoing	Building funds	
Essential Skills, A-Z Reading, and Read Naturally software programs	Teacher, Literacy, Volunteers	Ongoing	Building funds	Teacher training

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of 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 School Improvement—2009-2010
Classroom Action Plan, Essential Learnings Worksheet

STAR levels will increase by one grade level from August to May testing. Direct teaching , literacy support or volunteer support will result in students scoring 80% or better on weekly skills assessments. I/E groupings will fluctuate during the year depending on data results. Essential Skills, A to Z Reading, and Read Naturally software will provide year long support for individual's needs.

Poudre School District School Improvement—2009-2010
Classroom Action Plan, Essential Learnings Worksheet

Grade Level:	Subject:	Team Members		
4	Reading	Peggy Mihelich	Jasi Dahl	

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
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Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)
Spring 2009 CSAP reading scores and fall 2009 MAPS scores

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
Implementation of daily intervention/enrichment blocks	4 th grade teachers Literacy teacher Resource teacher G/T teacher	Sept. 2009- May 2010	Student Success Literacy Coach, Essential Skills software	Essential Skills software training, Initial training on use of Exceed software
Implementation of daily instructional to support all students as needed including vocabulary, guided reading, self-selected reading and Accelerated Reader.	4 th graders	Aug. 2009 – May 2010	Student Success Literacy Coach, Literacy teacher, Resource teacher	

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
Weekly grade level assessments to monitor student progress, spring 2010 MAPS reading assessment, Spring CSAP 2010,

* 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 School Improvement—2009-2010
Classroom Action Plan, Essential Learnings Worksheet**

Grade Level: 5 th	Subject: Writing	Team Members		
		Merin Bruinsma	Kealy DeHaan	
		Bob Faris		

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 type="checkbox"/> Annual Student Academic Growth (check one: <input type="checkbox"/> Reading x Writing <input type="checkbox"/> Math)
	<input type="checkbox"/> Postsecondary Readiness	<input type="checkbox"/> Successful Transitions for All Students

90% of 5th grade students will be proficient or advanced in expository writing

Baseline Data: (current classroom specific data to indicate "Where we are?" regarding progress toward goal objectives)

4th grade CASP scores in writing from spring 2009, baseline grade level common writing assessment from September 2009.

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 classroom and individual instruction on sentence, paragraph, and essay structure	Classroom teachers, resource teachers	August 2009- May 2010	6 trait +1 materials, Empowering Writers, Step Up to Writing	
Provide ongoing support and time for student practice				
Utilize i/e blocks to coach writing process				
Ongoing assessments will be used to determine student progress				

Benchmarks* for SMART Goal: (determines how we will measure progress toward achieving goal objectives throughout the year including proposed timeline of assessment)
Ongoing assessments, common writing prompts, common grading rubrics, CSAP scores,

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

Professional Development Goal:	
Person(s) Responsible:	Resources (\$ and percent of allocation):

Professional Development	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments

Professional Development	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments