

## Prior Years' Results

These are your school improvement goals for the past three years. The results are shown with a rating for attainment of your school's Equity, Achievement and Climate goals. For years 2006-2007, a plus (+) indicates that your school met or exceeded its goal and a minus (-) indicates that the goal is still in progress. For 2007-08 and beyond, the following rating system is used:  
 (\*) = exceeded goal (+) = met goal (□) = no change (-) = did not meet goal

SMART Goals	2006-07		2007-08		2008-09																									
<b>Equity</b>	<p>No CSAP writing unsatisfactory for special education students</p> <p>Less than half of the SPED population will be partially proficient in CSAP writing. The other half will be proficient.</p> <p>The weighed index score on the CSAP writing assessment will go from 63 to 65 of all SPED students' grades 3-5<sup>th</sup>.</p>	-	<p>To increase the CSAP W.I. scores for students receiving special education services in reading from 74 to 77, math from 79 to 81 and in writing from 67 to 70</p> <p>Forty-four percent of the students receiving special education services who were partially proficient or unsatisfactory also received meal assistance. Legally, we are unable to identify and inform teachers of students on meal assistance. Our goal is to increase the achievement of meal assistance students through intervention strategies for students with special needs and by decreasing the number of students partially proficient or unsatisfactory on CSAP.</p>	- - +	<p>Heatherwood teachers and support staff will increase the results as evidenced by the Colorado Growth Model of fourth and fifth graders in reading, writing and math on CSAP of our students in special education and on meal assistance:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Special Education</td> <td></td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">23.5 to 37.7</td> <td style="text-align: right;">*</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">23 to 35</td> <td></td> </tr> <tr> <td>Math</td> <td style="text-align: center;">8.5 to 19.5</td> <td style="text-align: right;">*</td> </tr> <tr> <td></td> <td style="text-align: center;">Meal Assistance</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">24.5 to 40.5</td> <td style="text-align: right;">+</td> </tr> <tr> <td></td> <td style="text-align: center;">17.5 to 26.5</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">13.5 to 22.5</td> <td style="text-align: right;">-</td> </tr> </table> <p>(increases are based on the standard error of 2008 results)</p>		Special Education		Reading	23.5 to 37.7	*	Writing	23 to 35		Math	8.5 to 19.5	*		Meal Assistance			24.5 to 40.5	+		17.5 to 26.5			13.5 to 22.5	-	
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<b>Achievement</b>	<p>By identifying students' needs with monthly informal assessments of students' writing and applying instructional emphasis on deficiencies, writing performance will increase for all Heatherwood students, i.e. Gender gap and TAG.</p> <p>Heatherwood's CSAP WI scores in writing will increase from 98 to 103 on the 2007 CSAP.</p>	-	<p>To improve the boys WI score in writing from 94 to 96 on the '08 CSAP</p> <p>*To identify one "best practices" that has successfully decreased the gender gap in writing by the end of the '07-'08 school year and implement this practice in the '08-'09 school year</p> <p>*To decrease the overall percentage of partially proficient and below</p>	-	<p>Heatherwood teachers and support staff will increase the results as evidenced by the Colorado Growth Model of fourth and fifth graders in writing from the 36 percentile to the district average of 54.</p>																									

			students in writing from 23% to 18% on the '08 CSAP		
<b>Climate</b>	The Heatherwood staff and SIT will work to increase the positive responses on the student climate survey questions that pertain to adults at school: Adults treat me fairly (79); Adults like me (86) and Adults protect students from bullies (38) to the district averages of 76, 69 and 63 respectively on the April 2007 survey	+ , + , -	Students, staff, and community members will educate and empower the bystander in bullying situations which will result in an increase of positive responses to questions #17- Adults help if they see someone being bullied, #28- At school I have not heard students threaten to hurt someone or take their things, and #35- Other students help if they see someone being bullied or picked on - on the district student climate survey in spring 2008. Question #17 will increase from 38% to 48% in the spring 2008 survey. Question #28 will increase from 50% to at least 55% in the spring 2008 survey. Question #35 will increase from 49% to 59% in the spring 2008 survey.	+ - - -	To increase the positive results on question #17, Adults help if they see someone being bullied, to the district average of 65 percentage points – In comparison to the district results in 2007, Heatherwood’s results were 24 percentage points below the district average.

**Inquiry 1 - Assessing Current Reality**  
**Prioritizing Challenges in our Data for Equity (E), Achievement (A) and Climate (C)**

*Using your trend data, prioritize your CHALLENGES. A challenge is a pattern in your data that, if changed, would bring about the greatest difference in achievement and equity. The Priority Challenges identified will be carried forward to Inquiry 2.*

**Our Priority Challenge in Equity:**

Colorado Growth Model: Students in special education with a median growth scores of 28.5 (standard error of +/- 24) (n=10) and on meal assistance with a median growth scores of 21 (standard error of 12.4) (n=8) have median growth scores in writing significantly below the BVSD median growth scores of 40.5 (+/- 2.8) for students in special education and 51 (+/-1.9) for students on meal assistance.

Students in TAG with a median growth scores of 31.5 (standard error of +/- 5.9) (n=18) and on meal assistance with a median growth scores of 14.5 (standard error +/- 13.4) (n=8) have median growth scores in math well below the BVSD median growth scores of 69 (+/-1.8) for students in TAG and 40 (+/-1.9) for students on meal assistance.

**Our Priority Challenge in Achievement:**

Colorado Growth Model: Overall median growth scores in writing grades 4 and 5 of 48 (standard deviation of +/- 4.4) are below the BVSD median growth score of 56 (+/-0.8).

Heatherwood 4<sup>th</sup> grade median growth scores in math of 13 (standard deviation of +/- 3.0) are significantly below the BVSD median growth score of 50 (+/-1.2).

**Our Priority Challenge in Climate:**

District Climate Survey:

Students, school-wide, report that they do not feel respected, protected, and secure from students who bully them.

Students report that they do not feel listened to by adults and feel that adults are not present at school to support them from bullies or to help them to deal with normal peer conflicts.

Question number 17 – Adults help if they see someone being bullied. Heatherwood results of favorable responses are 47 percent versus the District results of favorable responses of 67 percent.

**Inquiry 2 – What are our High Leverage Problems in Equity (E), Achievement (A) and Climate (C)?**

*Using your Priority Challenges from Inquiry 1, identify your high leverage problems. A **problem** is the **CAUSE** of the priority challenge that, if changed, would produce improved results for student achievement and equity. This problem will be your starting point for Inquiry #3.*

**The high leverage problem(s) we are going to work on for Equity is:**

Special Education / Meal Assistance

Writing: Classroom teachers/interventionists do not articulate and discuss essential learning and differentiation for student needs. We do not give enough time to the writing process at school and at home.

Meal Assistance/Talented and Gifted

Math: We do not align the curriculum essential learning with pre/post assessments using a CSAP format.

**We have selected this problem because:**

If we improve student learning for special education and meal assistance students in writing then CSAP score results based on the Colorado Growth Model which are lower than district average increase.

Student connections between their reading and math learning are not carrying over to their writing. Despite significant gains in our special education student's scores in math on the growth model median of 78.5 compared to the district score of 45 and a score of 71 in reading versus 49 by the district, a gap still exists in writing.

**The high leverage problem(s) we are going to work on for Achievement is:**

Writing: There is not enough scheduled and dedicated time spent on the writing process including writing, modeling, conferencing, and sharing.

Math: Teachers do not emphasize and articulate computation and number sense strategies for students K-5 based on analysis of content standards scores on CSAP

**We have selected this problem because:**

Writing: Heatherwood overall writing score of 48 based on the Colorado Growth Model is below the district median growth score of 56. Although our overall writing scores increased from the 2008 school year of 36, we are still below the district average.

Math: Fourth grade median growth scores in math of 13 (standard deviation of +/-3.0) are well below the fourth grade district median growth scores in math of 50.0 (+/- 1.2).

**Inquiry 2 – What are our High Leverage Problems in Equity (E), Achievement (A) and Climate (C)?**

*Using your Priority Challenges from Inquiry 1, identify your high leverage problems. A **problem** is the **CAUSE** of the priority challenge that, if changed, would produce improved results for student achievement and equity. This problem will be your starting point for Inquiry #3.*

**The high leverage problem(s) we are going to work on for Climate is:**

Students report that they do not feel respected or listened to which can lead to trust issues.

Student Climate Survey Question number 17 – Adults help if they see someone being bullied. Heatherwood results of favorable responses are 47 percent versus the District results of favorable responses of 67 percent.

**We have selected this problem because:**

Lack of trust leads to a negative feedback loop that can impact student growth, achievement and learning. We believe that if we could address the communication inconsistencies in clearly understanding the rules and train all adults to have the same behavior expectations; students will understand that adults are here to support them.

**Inquiry 3 – Theory of Action: Equity**

*You will begin to explore how you will go about solving the high leverage problem that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity. The Theory of Action will be your starting point for crafting transformational strategies Inquiry 5.*

<b>Proposed Strategy</b>	<b>Consequences/Benefits</b>	<b>Results</b> (Explain/identify the research or evidence base why this will work.)
<b>If we do this, (Describe in detail)</b>	<b>Then “X” will happen</b>	<b>Which will result in...</b>
<p><b>Classroom</b></p> <p><b>If</b> We more effectively coordinate our curriculum and instruction between classroom teachers and interventionists and identify differentiation strategies in writing and math when working with students in SPED, MA and TAG</p>	<p><b>Then</b> Students will receive differentiated instruction of content and skills in a coordinated effort to meet individual student need</p>	<p><b>And</b> Students that have differentiated curriculum based on need will improve their growth on the CSAP. (Thompson, Carol <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>) (Tileston &amp; Darling 2008 <i>Why Culture Counts Teaching Children of Poverty</i>)</p>
<p><b>School Organization/ Design</b></p> <p><b>If</b> We give teachers time to align the curriculum with pre/post assessments of the Essential Learning using a CSAP format.</p>	<p><b>Then</b> Teachers will be better prepared to deliver differentiated instruction to address student needs.</p>	<p><b>And</b> Students will be more familiar with assessment formats, feel more comfortable taking the CSAP and should score higher. (Schmoker, Mike 2006. <i>Results Now - How We Can Achieve Unprecedented Improvements In Teaching and Learning.</i>)</p>

<p><b>Parent and Community Partnerships</b></p> <p><b>If</b>          We track homework* completion rates and report rates to parents          *homework that reinforces writing and math skills taught in class</p>	<p><b>Then</b>          Parents will be more aware of the need and importance of homework to reinforce skills at home.</p>	<p><b>And</b>          Improved rates of homework completion will better reinforce concepts, which should improve their growth scores on the CSAP.          (Marzano, R. 2001 Classroom Instruction That Works Researched – Based Strategies for Increasing Student Achievement – Chapter 5 Homework and Practice)</p>
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**Inquiry 3 - Theory of Action: Achievement**

*You will begin to explore how you will go about solving the high leverage problem that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity.*

*The Theory of Action will be your starting point for crafting transformational strategies Inquiry 5.*

<b>Proposed Strategy</b>	<b>Consequences/Benefits</b>	<b>Results</b> (Explain/identify the research or evidence base why this will work.)
<b>If we do this, (Describe in detail)</b>	<b>Then “X” will happen</b>	<b>Which will result in...</b>
<p><b>Classroom</b></p> <p><b>If</b> Writing: Students are writing in all “forms” during this block of time... (model, write, conference, writing process)</p> <p>Writing: Students are shown multiple examples of proficient vs. non-proficient writing peer, teacher, author, etc.)</p> <p>Math: Focused instruction on computation and number sense using higher level thinking skills</p>	<p><b>Then</b> Students will have practice and experience in all types of writing</p> <p>Students will initiate qualities of proficient writing</p> <p>Students will apply multiple strategies to solve given mathematical problems</p>	<p><b>And</b> Increased achievement for students in writing for a given topic, audience, and purpose (Being A Writer Program and First Steps Writing Forms)</p> <p>Students will be able to apply and transfer “best practices” into their own writing (Thompson and York 2000 <i>Write On Target: Preparing young writers to succeed on state writing achievement tests</i>)</p> <p>A transfer of skills based on the student’s developmental level will occur and will increase the student’s understanding of mathematical concepts (National Research Council 2001. <i>Adding It Up: Helping children learn mathematics</i>)</p>

<p><b>School Organization/ Design</b></p> <p><b>If</b>  Writing: Teachers dedicate 30-45 minutes to the writing process each day</p> <p>Writing: Teachers will articulate the new writing curriculum and best practices in writing instruction across grade levels</p> <p>Math: Teachers will articulate the new revised math curriculum and “best practices” in mathematics instruction across grade levels</p> <p>Math: Teachers differentiate instruction in math for all students based on their assessment results</p>	<p><b>Then</b>  All students will have a consistent opportunity to write each day</p> <p>Students and teachers will have clearly articulated expectations and standards for proficient writing</p> <p>Teachers will provide students with clearly articulated expectation and standards for solving mathematical problems</p> <p>Teachers will provide targeted instruction based on students’ needs in math content areas</p>	<p><b>And</b>  Students will become proficient writers based on rubric assessments (Marzano, Robert 2003, <i>What Works in Schools</i>)</p> <p>Students will learn concepts across grade levels with a spiraling curriculum (Marzano, Robert 2003, <i>What Works in Schools Translating Research into Action</i>)</p> <p>Students will achieve an in-depth knowledge of mathematical concepts based on the BVSD Guaranteed Viable Curriculum (Marzano, Robert 2003, <i>What Works in Schools Translating Research into Action</i>)</p> <p>Students will receive the appropriate developmental level of instruction to increase their understanding of mathematical concepts (Gregory and Kuzmich, <i>Data Driven Differentiation in the Standards-Based Classroom</i>)</p>
<p><b>Parent and Community Partnerships</b></p> <p><b>If</b>  Writing: We provide parents with grade level based examples, rubrics and resources in writing</p> <p>Math: We provide parents with resources on mathematical learning, research based questioning strategies in math</p>	<p><b>Then</b>  Parents will be able to support students writing aligned with grade level expectations</p> <p>Parents can support students math aligned with grade level expectations</p>	<p><b>And</b>  Increased achievement in writing for students who are struggling in writing based on rubric assessments</p> <p>Increased support of student’s math learning at home (Marzano, Robert 2003, <i>What Works in Schools Translating Research into Action</i>)</p>

**Inquiry 3 - Theory of Action: Climate**

*You will begin to explore how you will go about solving the high leverage problem that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity.*

*The Theory of Action will be your starting point for crafting transformational strategies Inquiry 5.*

<b>Proposed Strategy</b>	<b>Consequences/Benefits</b>	<b>Results</b> (Explain/identify the research or evidence base why this will work.)
<b>If we do this, (Describe in detail)</b>	<b>Then “X” will happen</b>	<b>Which will result in...</b>
<b>Classroom</b> <b>If</b> If we teach consistent language Pre-K through 5 <sup>th</sup> concerning problem solving and communication	<b>Then</b> Classroom communities will achieve improved communication	<b>And</b> Increased feelings of respect, protection, and safety among the students will prevail (Rosenberg, Marshall <i>Non-violent Communication</i> )
<b>School Organization/ Design</b> <b>If</b> We obtain professional communication training school-wide	<b>Then</b> All school community members, students, staff and parents will increase communication based on common goals	<b>And</b> Will result in a greater trust between families and our school staff community (Rosenberg, Marshall <i>Non-violent Communication</i> )
<b>Parent and Community Partnerships</b> <b>If</b> We publish and promote our Positive Behavior Support PAWS Program via written, digital and oral communication to families	<b>Then</b> Parents will feel empowered, informed, and able to implement and support our school PBS Program	<b>And</b> Implement the Heatherwood behavior matrix expectation at all school functions and at home. (Response to Intervention (RTI) A Practitioner’s Guide To Implementation)

**Inquiry 4 - Set a SMART Goal for  
Equity (E), Achievement (A) and Climate (C)**

- Specific:** States exactly what is to be measured.  
**Measurable:** States the expectations numerically or in % quantities.  
**Attainable:** Can reasonably expect to accomplish this goal.  
**Relevant:** Important goal for improving equity/achievement/organization.  
**Timely:** States by when? How often?

**SMART Goal for Equity:**

Heatherwood teachers and support staff will improve CSAP results as evidence by the Colorado Growth Model of 4<sup>th</sup> and 5<sup>th</sup> graders in writing for SPED and MA as well as in Math for TAG and MA to the district average in 2009.

	<b>SPED</b>	<b>MA</b>	<b>TAG</b>
<b>Writing</b>	<b>28.5 (+/-24) to 40 (+/-5)</b>	<b>21 to 51 (+/-7)</b>	
<b>Math</b>		<b>14.5 to 40 (+/-7)</b>	<b>31.5 (+/-5.9) to 69 (+/-7)</b>

(+/- x) = standard deviation

**SMART Goal for Achievement:**

**Writing:** Based on the Colorado Growth Model, Heatherwood students overall median growth score writing score will increase from 48 (+/- 4.4) to 56 (+/-4) the 2009 BVSD median growth score.

**Math:** Overall median growth scores will increase from 39 (+/-5.5) to 53 (+/-5) – the 2009 BVSD median growth score.

**Math:** Fifth grade median growth scores in 2010 will increase from 13 (+/-3) as 4<sup>th</sup> graders in 2009 to 63 (+/-5) (the 2009 BVSD 5<sup>th</sup> grade median growth score)

**Math:** Fourth grade median growth score in 2010 will meet or exceed the BVSD median growth score +/- the growth score standard deviation.

**SMART Goal for Climate:**

To positively increase the score on the 2010 BVSD Climate Survey Question 17 (“adults will help if they see someone being bullied”) to 55 percent (District average 2009 of 69 percent compared to Heatherwood score 49 percent)

**Inquiry 5: Taking Action**

*Using your Theories of Action from Inquiry 3, create a plan that will guide the actions of staff, parents, and community.*

**School Improvement Plan (SIP)**

**School Name:** \_\_\_Heatherwood Elementary\_\_\_ **Date:** \_\_\_September 22, 2009\_\_\_ **When was the plan originally developed?** \_\_\_2008

**School SMART Goals:**

**Equity (E):** Heatherwood teachers and support staff will increase results as evidenced by the Colorado Growth Model of 4<sup>th</sup> and 5<sup>th</sup> graders in writing for SPED **28.5 (+/-24) to 40 (+/-5)** and MA **21 to 51 (+/-7)** and in Math for TAG **31.5 (+/-5.9) to 69 (+/-7)** and MA **14.5 to 40 (+/-7)**

**Achievement (A):** Writing: Based on the Colorado Growth Model, Heatherwood students- overall median growth score writing score will increase from 48 (+/- 4.4) to 56 (+/-4) the 2009 BVSD median growth score.

Math: Overall median growth scores will increase from 39 (+/-5.5) to 53 (+/-5) – the 2009 BVSD median growth score.

Math: Fifth grade median growth scores in 2010 will increase from 13 (+/-3) as 4<sup>th</sup> graders in 2009 to 63 (+/-5) (the 2009 BVSD 5<sup>th</sup> grade median growth score)

Math: Fourth grade median growth score in 2010 will meet or exceed the BVSD median growth score +/- the growth score standard deviation.

**Climate (C):** To positively increase the score on the 2010 BVSD Student Climate Survey Question 17 (“adults will help if they see someone being bullied”) to 55 percent (District average 2009 of 69 percent compared to Heatherwood score of 47 percent)

If your school is making statements about each goal area on one consolidated page, mark E, A or C in the column next to strategies.

<b>Transformational Strategies (2-4)</b> Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	<b>Professional Development (I<sup>3</sup>)</b> Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	<b>Timeline</b> Planning cycle for continuous improvement	<b>Person Responsible</b>	<b>Resources</b>	<b>Evidence of Progress</b> Evidence includes multiple measures at multiple times during the school year
Track the implementation of Marzano’s <b><u>Classroom Instruction That Works-(Research Based Strategies for Increasing Student Achievement.)</u></b>	E	Marsano’s instructional strategies will be assigned monthly at faculty meetings where teachers will demonstrate the strategy as used in their classroom with the initial focus on pre/post testing.	Year long	Equity Group	<b><u>Classroom Instruction that Works</u></b> – Marzano, Pickering and Pollock	Samples and participation in demonstrating how strategies are used in the classroom.
Investigate differentiation resources for staff development (DCIA- Differentiated Curriculum Instruction and Assessment/ BOCES- Board of Cooperative Educational Services)	E	TBD	Year long	Principal Equity Group	TBD	TBD

<b>Transformational Strategies (2-4)</b> Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	<b>Professional Development (I<sup>3</sup>)</b> Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	<b>Timeline</b> Planning cycle for continuous improvement	<b>Person Responsible</b>	<b>Resources</b>	<b>Evidence of Progress</b> Evidence includes multiple measures at multiple times during the school year
Develop a school-wide homework tracking system and collect data on student completion rate of homework	E	Staff meeting to discuss implementation of a homework tracking system such as an end of the month homework completion data collection on an Excel Spread sheet	Year long	staff	Computer Program tracking system /Excel spread sheet	As data becomes available, strategies for improving rate of homework returned will be developed
Implement the BVSD Guaranteed Viable Curriculum in Literacy and Math	A	Introduce the new Curriculum Essential Documents during August in-service days with the goal of implementation during the 2009-10 school year	In-service days and several staff meetings throughout the year	Principal, classroom teachers and specialists	New Curriculum Documents	Teacher evaluation meetings four times a year, observations and staff meeting collaboration
Analyze the CSAP sub-content areas in writing (e.g. conventions, grammar and usage, mechanics and extended writing) and articulate developmentally appropriate strategies for writing instruction	A	Staff meeting time to analyze CSAP student data and to collaborate on based practices in writing	August 09-throughout the school year	Classroom teachers and interventionists	Being a Writer and writing rubrics, District Leadership Literacy Team members	Analysis of writing assessments given three times a year
Analyze the CSAP sub-content areas in math (3 <sup>rd</sup> grade-algebra, patterns & functions ; 4 <sup>th</sup> grade-number sense, computational techniques and patterns; 5 <sup>th</sup> grade - statistics & probability, patterns, data displays and articulate developmentally appropriate strategies for math instruction school-wide	A	Staff meeting time to analyze CSAP student data and to collaborate on based practices in math	August 09-throughout the school year	Classroom teachers and interventionists	Investigations Math, Advantage Math, Scott Foresman and District Math Leadership Team members	Analysis of math pre-post assessments give per content area in math
Work with the District Leadership Team in order to modify our instruction to allow for differentiation in math	A	District math coaches attend staff meetings to present and model differentiated instruction	October 2009-May 2010	Teachers, interventionist, math coaches	Differentiation in instructional practices by Tomlinson and Silverman	Teachers provide multiple levels of activities for students in class
Increase the amount of student writing time and subsequent feedback	A	Grade level team analysis and tri-annual school analysis	Ongoing for school year	All classroom teachers and interventionists	School materials and students themselves	Improved school wide writing

<b>Transformational Strategies (2-4)</b> Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	<b>Professional Development (I<sup>3</sup>)</b> Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	<b>Timeline</b> Planning cycle for continuous improvement	<b>Person Responsible</b>	<b>Resources</b>	<b>Evidence of Progress</b> Evidence includes multiple measures at multiple times during the school year
Articulate the Revised Math Curriculum and how Investigations Math aligns with the curriculum	A	Staff meeting and in-service days devoted to the new BVSD GVC for articulation between grade level teams	Ongoing for school year	All classroom teachers and interventionists	BVSD Guaranteed Viable Curriculum and supporting content area materials	Teachers meet once a month to collaborate on new curriculum and measure implementation of units
Articulate the new Language Arts Curriculum and how Being a Writer and Sitton Spelling support the curriculum	A	Staff meeting and in-service days devoted to the new BVSD GVC for articulation between grade level teams	Ongoing for school year	All classroom teachers and interventionists	BVSD Guaranteed Viable Curriculum and supporting content area materials	Teachers meet once a month to collaborate on new curriculum and measure implementation of units
Integrate writing and math in other content areas	A	Team meetings to plan integration of writing and math into science, social studies and other authentic learning opportunities	Ongoing for school year	All classroom teachers and interventionists	Grade level GVC	Team meetings to document writing and math in other content areas
Implement the DRA2 assessment process	A, E	Disseminate information regarding the DRA-2 assessments and timeline in August and throughout the assessment period	August 09 and ongoing throughout the school year	All classroom teachers and interventionists	Literacy teacher and District Literacy Leadership team	Yearly progress monitoring of students with required four assessment period for students on ILPs
Professional student, staff, parent training on communication skills	C	• District recommended training for climate goal in communication	09-10	Principal, Staff, SIT	District	Participation in training Pre-post survey baseline Increase in climate goal – question 17
Implementation of PBS Paws Program	C	• School-wide field trips • Implement matrix classwide • All school assemblies • Weekly messages • NM monthly classroom lessons • PBS Team bimonthly meetings	• Sept. 25/Oct. 2 • 09-10 • 3 times/year • Mondays • 1 time/monthly • 2 times/monthly	PBS Team Principal Staff		Participation in training Pre-post survey baseline Increase in climate goal – question 17
Publish and promote PBS Paws Program communication	C	• Monthly newsletter • Conference times	• 1 time/monthly • 2 times/year	PBS Team Staff	District PBS Love and Logic	Participation in training Pre-post survey baseline Increase in climate goal – question 17

Two year plans: Year 1 – use black font Year 2 – use blue font