

Kinard Core Knowledge Middle School

Poudre School District School Improvement Plan 2009-2010

Goals Included

- Literacy
- Mathematics
- Science
- Postsecondary
- Transitions

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

School Literacy SMART Goal:

The percentage of all 6th through 8th grade students demonstrating typical or high growth in **reading** (as measured by CSAP administered in spring 2010) will increase from 69.59 % (2009 CSAP) to 73%.

The percentage of all 6th through 8th grade students demonstrating typical or high growth in **writing** (as measured by CSAP administered in spring 2010) will increase from 73% (2009 CSAP) to 76%.

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

We are targeting interventions for students who scored partially proficient or unsatisfactory on the CSAP. Typically students who scored partially proficient or unsatisfactory grew 10% less than students who scored proficient and above.

Strategic Actions to Support Literacy SMART Goal:

Strategic Actions	Person(s) Responsible	Timeline	Resources and Budget
<p>Tier 1: Managed at the Classroom Level</p> <ol style="list-style-type: none"> 1. The English teachers will continue to revise the essential learnings for each grade level course. 2. The English teachers will continue to develop common assessments for each unit. 3. The English teachers were trained in 2008-09 through the PEBC Literacy Institutes. They will continue to use the Best Practice Teaching Structures listed below and provide professional development to all staff. <ul style="list-style-type: none"> • <u>Reading is Thinking</u> (reading is interactive, constructive and strategic). • <u>Representing-to-Learn</u> (through writing and multiple intelligences). • <u>Reflective Assessments</u> (portfolios, conferences, anecdotal records, performance assessment rubrics and formative assessments). • <u>Classroom Workshop</u> (students become active, responsible, self-motivating and self-evaluating learners while the teacher functions as coach and collaborator). • <u>Small Group Activity</u> (collaboration and communication). 4. The English teachers will continue to use a common rubric for holistic grading and provide professional development to all staff on the use of the writing rubric. 5. The English teachers will develop and administer at least one timed/extended-writing session for all grade levels and at least two short constructed response prompts for each of the five types of writing. 6. Teachers across all content areas will increase reading and writing opportunities for all students. All teachers will use the <u>Reading is Thinking</u> strategy and the common writing rubric. (All teachers) 7. Teachers will collaborate to develop co-curricular connections and integrative units driven by real world problems. (All teachers) 	<p>Pam Downing (department leader) Megan Menard Beth Bean Beth Beenken Angel Herrick Jenny McGinnis Faith Swanbom Renee Thome</p>	<p><u>Four-year implementation plan</u> Pre-Initiate/Initiate: 2008-2009 Initiate/Implement: 2009-2010 Full Implementation: 2010-2011 Sustainable Systems: 2011-2012</p>	<p>All staff book study using the book <u>Best Practice</u> (Zemelman, Daniels, Hyde), \$1040.</p>

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

Strategic Actions to Support Literacy SMART Goal:			
Strategic Actions	Person(s) Responsible	Timeline	Resources and Budget
Tier 2 & 3: Managed at the Grade Level and the School-Wide Level 1. Use multiple assessment tools (teacher formative/summative assessments, CSAP and MAP's) to identify students who need additional time and support (weekly). 2. Students who need additional time and support will be scheduled into a daily literacy tutorial during ELO. The literacy instructors re-assess the tutorial placements each quarter. 3. The Media Specialist will help facilitate the "leveling" of all library books to indicate the lexile score for teachers to guide appropriate reading choices.	All teachers	(see above)	(see above)

Benchmarks* for Literacy SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)
 The Literacy goal will be measured daily and weekly through the use of rubrics, student work, portfolios, learning logs, anecdotal records, literacy projects and common assessments. Bi-annually with the use of MAP's. Annually with the use of CSAP's.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Megan Menard, literacy coach (.2), will support our goal through classroom visitations, feedback to teachers, provide literacy resources to teacher and assist in facilitating faculty meetings geared toward literacy strategies in the general classroom.	August 2009-May 2010	Teachers integrate literacy strategies across all content areas with a targeted focus on students with an ILP.		None
The Kinard staff will do a book study using the book, <u>Best Practice</u> . Each content area will concentrate on developing literacy strategies and best instructional practices based on content-specific strategies in <u>Best Practice</u> .	October 2009-May 2010	Teachers integrate literacy strategies across all content areas with a targeted focus on students with an ILP.		\$1040.
Provide substitute teachers to allow time for all teachers to visit each other's classroom using <u>Best Practice</u> strategies.	October 2009-May 2010	Teachers will collaborate with each other through the use of reflective feedback from classroom observations.		\$2440
Collaboration days	September 2009-May 2010	Articulate the essential learnings and common assessment for grades 5-9.		None

* 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
Math SMART Goal

School Math SMART Goal: The percentage of all 6th through 8th grade students demonstrating typical or high growth in math (as measured by CSAP administered in spring 2010) will increase from 74% (2009 CSAP) to 77%.

Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal)
We are targeting interventions for students who scored partially proficient or unsatisfactory on the CSAP. Typically students who scored partially proficient or unsatisfactory grew 10% less than students who scored proficient and above.

Strategic Actions to Support Math SMART Goal:			
Strategic Actions	Person(s) Responsible	Timeline	Resources and Budget
<p>Tier 1: Managed at the Classroom Level</p> <ol style="list-style-type: none"> 1. Continue to revise essential learnings and learning targets. 2. Create unit common assessments using learning targets. 3. Pre-assess students on learning targets using unit common assessments. 4. Use formative assessments based on learning targets, to inform and adjust classroom instruction. 	Bill Dern (department leader) Brenda Barhaug Lori Limon Heather Binder Amy Ridling Cecilia Bonertz Shelley Tracy	<p><u>Four-year implementation plan</u></p> Pre-Initiate/Initiate: 2008-2009 Initiate/Implement: 2009-2010 Full Implementation: 2010-2011 Sustainable Systems: 2011-2012	Supplemental materials, collaboration with math teachers in PSD and outside the district.
<p>Tier 2 & 3: Managed at the Grade Level and the School-Wide Level</p> <ol style="list-style-type: none"> 1. Use multiple assessment tools (teacher formative/summative assessments, CSAP and MAP's) to identify students who need additional time and support. 2. Students who need additional time and support will be scheduled into a daily math tutorial during ELO. The math instructors re-assess the math tutorial placements each quarter. 	Bill Dern (department leader) Brenda Barhaug Lori Limon Heather Binder Amy Ridling Cecilia Bonertz Shelley Tracy	<p><u>Four-year implementation plan</u></p> Pre-Initiate/Initiate: 2008-2009 Initiate/Implement: 2009-2010 Full Implementation: 2010-2011 Sustainable Systems: 2011-2012	Supplemental materials, collaboration with math teachers in PSD and outside the district. Navigator program.

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

Benchmarks* for Math SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments) Daily and weekly formative assessments and monthly unit summative assessments. Bi-annually with the use of MAP's. Annually with the use of CSAP's.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Department meetings.	September 2009-May 2010	Book study using the book <u>Best Practice</u> (Zemelman, Daniels, Hyde). Study and integrate research-based, state-of-the-art teaching methods in mathematics.		\$210
Provide substitute teachers to allow time for math teachers to visit each other's classroom using <u>Best Practice</u> strategies.	October 2009-May 2010	Teachers will collaborate with each other through the use of reflective feedback from classroom observations.		\$560
Collaboration days	September 2009-May 2010	Articulate the essential learnings and common assessment for grades 5-9.		None
Navigator training	November 2009 – January 2010	Increase support for students who need Tier 2 & 3 intervention support.		None

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

School Literacy SMART Goal:

Within each science classroom, support literacy goals:

The percentage of all 6th through 8th grade students demonstrating achievement in science (as measured by CSAP administered in spring 2010) will increase from 72% (2009 CSAP) to 77%.

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

We are targeting interventions for students who scored partially proficient or unsatisfactory on the CSAP. Typically students who scored partially proficient or unsatisfactory grew 10% less than students who scored proficient and above.

Strategic Actions to Support Science SMART Goal:

Strategic Actions	Person(s) Responsible	Timeline	Resources and Budget
<p>Curriculum Alignment: all science teachers will align the state standards, the PBIS curriculum, the Core Knowledge Sequence and will develop and create a scope and sequence for grades 6th – 8th.</p>	<p>Brad Blank (department leader) Kendra Hanson Sheri Stalnaker John Lakas Kari Keever Chris Bergmann Kathy Ryan</p>	<p><u>Four-year implementation plan</u> Pre-Initiate/Initiate: 2008-2009 Initiate/Implement: 2009-2010 Full Implementation: 2010-2011 Sustainable Systems: 2011-2012</p>	None
<p>Provide at least four focused opportunities for students each quarter:</p> <ol style="list-style-type: none"> 1. Read science text for understanding. 2. Practice identifying key terminology and main ideas in text aligned with science content. 3. Teach and utilize “think sheets” and “annotation” as a comprehension tool for a variety of science written texts. 4. Increase students science vocabulary by requiring unknown definitions of words to be identified and defined in students own words. 5. Construct an expository summary paragraph that utilizes the reading comprehension tools and newly learned vocabulary in science content. 	<p>Brad Blank (department leader) Kendra Hanson Sheri Stalnaker John Lakas Kari Keever Chris Bergmann Kathy Ryan</p>	<p><u>Four-year implementation plan</u> Pre-Initiate/Initiate: 2008-2009 Initiate/Implement: 2009-2010 Full Implementation: 2010-2011 Sustainable Systems: 2011-2012</p>	None

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

Benchmarks* for Science SMART Goal: (determines how school will measure progress toward School SMART Goal throughout the year and proposed timeline of assessments)
Daily/weekly formative assessments and monthly unit common assessments. Bi-annually with the use of MAP's. Annually with the use of CSAP's.

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Department meetings (weekly)	September 2009-May 2010	Book study using the book <u>Best Practice</u> (Zemelman, Daniels, Hyde). Study and integrate research-based, state-of-the-art teaching methods in mathematics.		\$210
Collaboration days	September 2009-May 2010	Articulate the essential learnings and common assessment for grades 5-9.		None

* 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

<p>School Postsecondary Readiness SMART Goal: Students will take courses that integrate postsecondary academic skills and pathways.</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal) Course requirements within the academic pathways of visual art, performing art, technology, world language and the integration of 21st century skills in science, history, English, and math (see attached).</p>

Strategic Actions to Support Postsecondary Readiness SMART Goal:			
Strategic Actions	Person(s) Responsible	Timeline	Resources and Budget
<p>Program/Course Opportunities:</p> <ol style="list-style-type: none"> 1. Advanced Courses: multiple sections offered in English, math, science, history, music, technology and world language. 2. Enrichment Courses: align ELO with the academic pathways of visual/performing arts, physical fitness, STEM, and humanities. 3. Leadership Courses: Global Leadership (cultural awareness), Kinard CARES (environmental awareness), ELO Leadership (service projects and school spirit), and WEB Leaders (transition of 6th and 7th graders). 4. 6th Grade Students: required to complete a semester of visual art and a year, in either Band, Orchestra or Choir. 5. 7th Grade Students: required to complete a semester of visual art and computer technology; a year in either Band, Orchestra or Choir; a year in either Spanish or French. 6. 8th Grade Students: required to complete a semester in visual art and applied technology; a year in either Spanish or French; with the option to complete a year in either Band, Orchestra or Choir. 7. 21st Century Skills: integrate the skills across all content areas. 	Aisha Thomas Department Leaders	August 2009-May 2010	Staffing allocation

<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) Analyze student enrollment in all advanced programs and courses. Continue to use weekly formative assessments, monthly common assessments, bi-annually MAP's, and annually CSAP's.</p>
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Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes and Necessary Adjustments	Cost
Department meetings (weekly)	September 2009-May 2010	Continued development of course offerings and master schedule.		None
Collaboration days	September 2009-May 2010	Articulate the common assessments of honors courses.		None

* 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

<p>School Transitions SMART Goal: By November 1, 2010, three transition systems will be developed and implemented to support students and parents as they transition from elementary to middle school and middle school into high school.</p>
<p>Baseline Data: (current data to indicate "Where school is?" regarding progress toward this goal)</p> <ul style="list-style-type: none"> ▪ WEB program initiated April 2009. ▪ A sustainable registration/orientation plan for new parents and students. ▪ Coordination and implementation of student data into Exceed to monitor communication and interventions.

Strategic Actions to Support Transitions SMART Goal:			
Strategic Actions	Person(s) Responsible	Timeline	Resources/ Budget
<p>WEB (Where Everyone Belongs): Continued implementation of WEB program, which includes peer support, service learning and academic support.</p>	Rea Kreider Aisha Thomas	Initiate: 2008-2009 Initiate/Implement: 2009-2010 and 2010-2011	\$2500
<p>Transition Opportunities: Incoming 6th Grade Transition Opportunities: Open houses, parent education events, day tours, shadow program, music instrument support, counselor visitations, fall registration and website access. Graduating 8th Grade Transition Opportunities: High school open houses, tours, counselor visits, coordination of high school feeder events and the introduction of Naviance Family Connections and website access.</p>	Rea Kreider Aisha Thomas Susan Klock	August 2009- August 2010	None
<p>Feeder Collaboration: Create a transition team comprised of elementary, middle, and high school teachers, counselors, and administrators to coordinate the transitional process. The process would include student achievement placement information and teacher observation and records (social, academic, and behavioral).</p>	Rea Kreider	Pre-Initiate/Initiate: 2009-2010 Initiate/Implement: 2010-2011	None

<p>Benchmarks* for Transitions SMART Goal: Survey student, parents, and teachers. Small group feedback sessions.</p>

Professional Development in Support of Goal	Timeline	Expected Outcome	Reflection on Outcomes/ Adjustments	Cost
WEB follow-up training	September 2009	Receive training on implementation.		None

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

We are embedding the 21st Century Skills into the content areas by grade level

	6 th Grade	7 th Grade	8 th Grade
History	<ul style="list-style-type: none"> • Organization – binder, planner • Goal setting • Study Strategies • Note-taking • Course registration • Career and academic planning • Planning/Prioritizing • Time management • Homework Skills 	<ul style="list-style-type: none"> • Organization – binder, planner • Goal setting • Study Strategies • Note-taking • Course registration • Career Exploration • Academic planning • Study of Leadership • Homework Skills 	<ul style="list-style-type: none"> • Organization – binder, planner • Goal setting • Study Strategies • Note-taking • Course registration • Career Planning • Academic planning <p><u>Goal:</u> 8th graders demonstrate independence</p>
Science	<ul style="list-style-type: none"> • Communication skills • Anger management • Teamwork/Collaboration • Flexibility • Self-advocacy/confidence • Ask the Right Question • Social Skills/HLAY • Conflict Resolution 	<ul style="list-style-type: none"> • Science classes will reinforce the concepts from 7th Grade Health classes • Attitude towards Learning • Goal directed persistence • Sustained attention • Self-advocacy/confidence • Understanding Bullying and Harassment 	<ul style="list-style-type: none"> • Communication • Anger/Stress management • Effective teamwork/Collaboration • Conflict Resolution • Cyber Safety • Cyber Bullying
Health		<ul style="list-style-type: none"> • Learning styles • Decision Making • Effective listening skills • Goal setting • Values • Problem solving • Communication • Management of emotions • Conflict resolution • Social Skills • Sexual Harassment • Teamwork/Collaboration 	
English	<ul style="list-style-type: none"> • Written Communication • Oral Presentation Skills • Reading Skills/Annotation • MAPs • Surveys 	<ul style="list-style-type: none"> • Written Communication • Oral Presentation Skills • Reading Skills/Annotation • MAPs • Surveys • Metacognition • Critical Thinking 	<ul style="list-style-type: none"> • Written Communication • Oral Presentation Skills • Reading Skills/Annotation • MAPs • Surveys • Metacognition • Leadership
Math	<ul style="list-style-type: none"> • Problem solving • Accessing and Analyzing Information • MAPs • Surveys 	<ul style="list-style-type: none"> • Problem solving • Accessing and Analyzing Information • MAPs • Surveys 	<ul style="list-style-type: none"> • Problem solving • Accessing and Analyzing Information • MAPs • Surveys

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

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

District Learning Goal Alignment (select all that apply) : <small>type "x" in box to select</small>	<input 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"/> Post-Secondary Readiness	<input type="checkbox"/> Successful Transitions for All Students

Strategic Actions to Support SMART Goal:			
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>

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

Grade Level:	Subject:	Team Members		

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 <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)

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)

* 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