



# Poudre School District School Improvement Plan

**Zach Elementary School**

**2007-2008**

**Written: by Kim Nohava, Principal  
September 27, 2007**

## **General Information**

Address: 3715 Kechter Road

Phone: 970-488-5100

Principal: Kim Nohava

## **Enrollment**

Total: 609

Kindergarten: 88

1<sup>st</sup> grade: 113

2<sup>nd</sup> grade: 101

3<sup>rd</sup> grade: 97

4<sup>th</sup> grade: 115

5<sup>th</sup> grade: 95

## **Demographics**

Female: 49.42%

Male: 50.58%

Undeclared: 1.32%

American Indian: 0.00%

Asian-Pacific islander: 5.60%

Black: 0.99%

Hispanic: 3.62%

White: 88.47%

Special Education: 5.11%

ELL: 2.47%

Mobility Rate for thee 2007-2008 School Year:

School Year: 0.83%

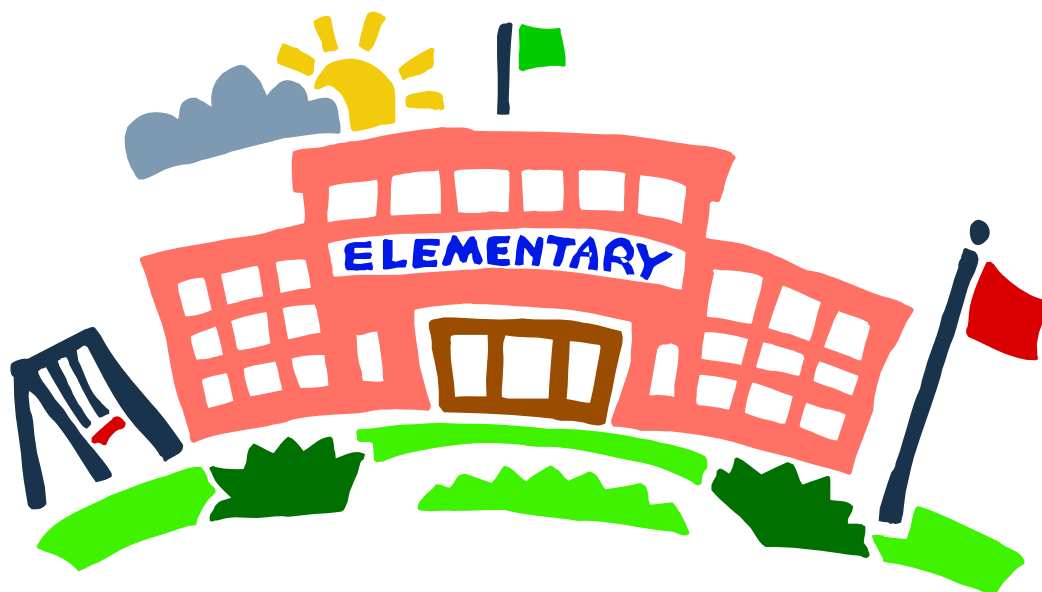
Entire Year Mobility: 0.83%

Free/Reduced Lunch: 5.11%

Full Pay: 94.89%

Curriculum: Colorado & Poudre School District Standards met through Core Knowledge

Grade Configuration: **K-5**



## SECTION I

### SCHOOL IMPROVEMENT/ACCREDITATION ADVISORY COMMITTEE MEMBERSHIP

Representing Group (as required by law)	Name	(M/F)
<b>Principal</b>	Nohava, Kim	F
<b>Teacher</b>	Brown, Sharon	F
<b>Parent</b>	Arnold, Stacey	F
<b>Community, non-parent</b>	Koch, Wanda	F
<b>Support Staff (optional)</b>		
<b>Student (optional)</b>		
<b>Community, Business</b>		
	<b>Additional team members and the community group they represent</b>	
Representing Group	Name	(M/F)
Athanasίου, Michelle	Parent	F
Carmack, Carmen	Parent	F
Coyne, Susan	Parent	F
Crowninshield, Kristine	Parent	F
Dickerson, Anna	Parent	F
Hale, Kelli	Teacher	F
Kozusko, Amy	Parent	F
Krzyzkowski, Kathy	Parent	F
Lammons, Denise	Parent	F
Langreck, John	Parent	M
McCarthy, Kim	Parent	F
McCoy, Jana	Parent	F
Menefee, Christi	Parent	F
Niemann, Tammie	Parent	F
Osborn, Karen	Parent	F
Ostojic, Wendy	Parent	F
Paxson, Cate	Teacher	F
Philop, David	Parent	M
Popwell, Karlina	Parent	F
Schilling, Kim	Parent	F
Sinclair, Jill	Teacher	F

Stanczyk, Trish	Parent	F
Sunset, Terri	Parent	F
Thornley, Dolores	Parent	F
Wright, Amy	Parent	F
Smith, Karen	Teacher	F

**SECTION I continued**

**1. Was the chairperson elected by committee membership?** No

The chairperson, the building principal, was designated to facilitate meetings in the Zach Elementary Site-Based Decision-Making By-Laws:  
Facilitation of Meetings –“The school principal will facilitate the meetings and designate a substitute facilitator as needed.”

**a. List meeting dates for school year or attach calendar of meeting dates:**

Tuesday, September 5, 2006, 7:00 p.m.  
 Tuesday, October 3, 2006, 7:00 p.m.  
 Tuesday, November 7, 2006, 7:00 p.m.  
 Tuesday, December 5, 2006, 7:00 p.m.  
 Tuesday, January 9, 2007, 7:00 p.m.  
 Tuesday, February 6, 2007, 7:00 p.m.  
 Tuesday, March 6, 2007, 7:00 p.m.  
 Tuesday, April 10, 2007, 7:00 p.m.  
 Tuesday, May 1, 2007, 7:00 p.m.

**b. Briefly describe how you met the legal requirements to publish meeting schedule in advance.**

Bi-Monthly Newsletters  
 Newsletters on Website

**c. Briefly describe how and when you will publish your annual report to the community.**

Copy Available on Request  
 Website

**d. The 2007-2008 School Accreditation Plan should be developed and adopted by the School’s Accreditation Advisory Committee. The chairperson’s signature below indicates that the committee helped in the development of the plan and has approved the plan.**

**Principal’s Signature** Kim R. Nohava **Date** October 24, 2007

**Zach Elementary Site-Based Decision-Making Team Involvement in Accreditation Process:**

- September 4, 2007 – Shared Three District Indicators and Category Movement with Site-Based Decision-Making Team
- September 10, 2007 – School Improvement Team Reviewed Data for Trends
- September 17, 2007 – Collaboration Day – Staff Reviewed Data Trends and Wrote 2007-2008 Grade Level Goals
- October 23, 2007 – Accreditation Report Discussed with Staff
- October 25, 2007 – Accreditation Report Posted on Website by Principal, Kim Nohava
- November 6, 2007 – Accreditation Report Discussed with Site-Based Decision-Making Team

**SECTION II continued**

	<b>2006-2007 Results</b>	<b>Analysis of data*</b>
<b>ATTENDANCE RATE</b> (District Goal = 95%)	96.8%	Exceeded District Goal
<b>OUT OF SCHOOL SUSPENSIONS</b> (District Goal = Less Than 8% of Students)	0.17%	Exceeded District Goal
<b>COLORADO BASIC LITERACY ACT</b> (Literacy Assessment Scores will show 25% decrease in the percentage of students not on grade level.)	29%	Exceeded District Goal

\*Analysis of data: If the school's results did not meet the district goal, please provide an analysis to explain the results. In addition, a school will write a goal for any indicator that did not meet the district goal. This objective should be written under the reading, writing, or mathematics goal in Section IV.

**SECTION II  
District Indicators**

**Unable to input electronic data requested in the section.**

**SECTION III**  
**School Data Analysis**  
**2006-2007**

Utilize the information from the 2006-2007 Accreditation Notebook, Adequate Yearly Progress Summary, and School-based data to analyze your school data.

Provide an analysis of the academic achievement of the student subgroups (ethnicity, gender, students with disabilities, English Language Learners, and those receiving Free/Reduced lunch benefits). List 1-3 “Successes” and 1-3 “Growth Opportunities” in each content area. (As you look at successes, are there processes or other pieces you can replicate in growth opportunity areas?)

**Goal # 1: 90% of all students will make at least one years’ growth as measured by the CSAP and/or Levels.**

This data focused on the same students from spring to spring on CSAP and the fall to spring on the Level Tests (2006-2007)

- There is a huge statistical difference between CSAP and Level Tests in making the 90% goal of one year’s growth for all students:

The fall to spring Level Testing shows that second, third, fourth, and fifth grade students met or exceeded the 90% one year’s growth goal in math and reading.:

Third Grade Reading – **98.1%**  
Third Grade Math – **100%**

Fourth Grade Reading – **96.25%**  
Fourth Grade Math – **100%**

Fifth Grade Reading – **90.91%**  
Fifth Grade Math – **100%**

In comparison, on the spring to spring CSAP Testing, only fifth grade students met the goal in reading with 90.5% of the students making one year’s growth.

Fourth Grade Reading – 66.3%  
Fourth Grade Math – 59.8%  
Fourth Grade Writing –66.3%

Fifth Grade Reading – **90.5%**  
Fifth Grade Math – 82.4%  
Fifth Grade Writing –82.4%

## Goal # 2: Decrease percentage of students in Unsatisfactory Range.

The category movement data focuses on the same students and their movement on the CSAP from spring 2006 to spring 2007 within the different ranges.

	<u>Spring 2006</u>	<u>Spring 2007</u>	<u>Change</u>
<b>Reading</b>	0 Students in Unsatisfactory Range	0 Students in Unsatisfactory Range	<b>0.00%</b>
<b>*Met District Goal</b>			

	<u>Spring 2006</u>	<u>Spring 2007</u>	<u>Change</u>
<b>Writing</b>	0 Students in Unsatisfactory Range	0 Students in Unsatisfactory Range	<b>0.00%</b>
<b>*Met District Goal</b>			

This includes third graders moving to fourth grade and fourth grade moving to fifth grade in math.

	<u>Spring 2006</u>	<u>Spring 2007</u>	<u>Change</u>
<b>Math</b>	0 Students in Unsatisfactory Range	2 Students in Unsatisfactory Range	<b>+1.32%</b>
<b>*Did not Meet District Goal</b>			

## Goals #3: Increase percentage of students in Proficient/Advanced Ranges.

The category movement data focuses on the same students and their movement on the CSAP from spring 2006 to spring 2007.

	<u>Spring 2006</u>	<u>Spring 2007</u>	
<b>Reading</b>	70 Students in Proficient/Advance Range	71 Students in Proficient/Advanced Range	
<u>Change</u>			<b>+1.44%</b>
<b>*Met District Goal</b>			

<b>Writing</b>	134 Students in Proficient/Advance Range	130 Students Proficient/Advance Range	-
<u>Change</u>			<b>-2.98%</b>
<b>*Did Not Meet the District Goal</b>			

<b>Math</b>	134 Students in Proficient/Advance Range	140 Students in the Proficient/Advance Range	
<u>Change</u>			<b>+4.48%</b>
<b>*Met District Goal</b>			

**Science** Since science is not tested in third and fourth grade, there is no category movement data available. However, the % of students scoring in the proficient/advanced range increased from on the fifth grade science from 56.94% in the spring of 2005 to 71.95% in the spring of 2006.

Change

+ 15.05%. \*Met District

## Student Subgroups

(ethnicity, gender, students with disabilities, English Language Learners, and those receiving Free/Reduced lunch benefits)

- Male/Female:

**Increase in % Scoring in Proficient/Advanced Math:**

1. On the CSAP Math Category Movement chart, there was an increase in the number of both males and females scoring in the Proficient/Advanced Range. (Male: 69 to 71 = +2.90%)  
(Female: 57 to 61 = +7.02%)

**Increase in % Scoring in Unsatisfactory Range in Math:**

2. On the CSAP Math Category Movement Chart, there was a slight increase in the number of males and females scoring in the Unsatisfactory Range in math. (Male: From 0 to 1 = +100%)  
(Female: 0 to 1 = 100%)

- Hispanic:

**Increase in % Scoring in Proficient/Advanced Math:**

1. On the CSAP Math Category Movement Chart, there was an increase in the number of students scoring in the Proficient/Advanced Range. (1 to 2 = +100%)

- Free and Reduced Lunch:

**Increase in % Scoring in Proficient/Advanced Math:**

1. On the CSAP Math Category Movement Chart, there was a slight increase in the number of students scoring in the Proficient/Advanced Range in math. (7 to 8 = +14.29%)

- Disabilities:

**Decrease in % Scoring in Proficient/Advanced Math:**

1. On the CSAP Category Movement Chart, there was a decrease in the number of students scoring in the Proficient/Advanced Range in writing and reading. (Writing: 12 to 9 students, -25.00%,  
Reading: 10 to 9 students, -10.00%)

**Increase in % Scoring in Unsatisfactory Range in Math:**

2. There was also a slight increase in the number of students scoring in the Unsatisfactory Range in math. (0 to 1 student, +100%)

## CSAP Standard, Sub Content, and Skills Scores Data

### Third Grade CSAP Reading Standards and Sub Content Performance

- Standard: There is only one standard, reading comprehension, that is tested at this grade level.
- Sub Content:
  - Highest Non Fiction
  - Lowest Fiction and poetry
- Skills Scores:
  - Highest Use word recognition skills to comprehend text
  - Lowest Draw conclusions, infer, within & among texts

### Fourth Grade CSAP Reading Standards and Sub Content Performance

- Standard: Of the four standards, there was no standard that stood out significantly from the others.
- Sub Content:
  - Highest Fiction and Poetry
  - Lowest Area Vocabulary
- Skills Scores:
  - Highest Sort information as it relates to a specific topic or purpose
  - Lowest Summarize and synthesize text**  
Make predictions, draw conclusions, support with details

### Fifth Grade CSAP Reading Standards and Sub Content Performance

- Standard: Of the four standards, there was no standard that stood out significantly from the others.
- Sub Content:
  - Highest Areas **Fiction and Poetry and Non-Fiction**
  - Lowest Area Vocabulary**
- Skills Score:
  - Highest Understand text using figurative language & literary terms
  - Lowest Summarize and synthesize text**

### Third Grade CSAP Writing Standards and Sub Content Performance

- Standard: Of the two standards, there was no standard that stood out significantly from the others.
- Sub Content:
  - Highest Paragraph Writing
  - Lowest Grammar and usage**
- Skills Scores:
  - Highest
    - Writes with complete sentences
    - Use conventions correctly
  - Lowest Uses words that are precise and vivid

### Fourth Grade CSAP Writing Standards and Sub Content Performance

- Standard:
  - Highest Write for a Variety of Purposes
  - Lowest Write Using Conventions**
- Sub Content:
  - Highest Extended Writing**

**Lowest Grammar and usage**

- Skills Scores:  
Highest Plan, draft, revise and edit writing for legible final copy  
Lowest Uses correct spelling

**Fifth Grade CSAP Writing Standards and Sub Content Performance**

- Standard: Standard:  
Highest Write for a Variety of Purpose  
Lowest **Write Using Conventions**
- Sub Content:  
**Highest Extended Writing**  
Lowest Mechanics
- Skills Scores:  
Highest Plan, draft, revise and edit writing for legible final copy  
Lowest Uses transitions to link ideas/use a variety of text structures.

**Third Grade CSAP Math Standards and Sub Content Performance**

- Standard: Of the six standards, there was no standard that stood out significantly from the others.
- Sub Content: None Available
- Skills Scores  
Highest Locate and graph objects/measure distance on a coordinate grid  
Lowest Add and subtract whole numbers, decimals, fractions, and integers, including money

**Fourth Grade CSAP Math Standards and Sub Content Performance**

- Standard: Of the six standards, there was no standard that stood out from the others.
- Sub Content: Of the three sub content areas, there was no sub content area that stood out significantly.
- Skills Scores Lowest Area:  
Highest Identify and/or generate equivalent representations of a number (including fractions, decimals & percents  
Lowest Identify and give examples of congruency and similarity

**Fifth Grade CSAP Math Standards and Sub Content Performance**

- Standard:  
Highest Statistics and Probability  
Lowest There was no significantly low standard
- Sub Content: There was no sub content area that stood out significantly
- Skills Scores:  
Highest Apply/predict/describe the results of geometric transformations  
Lowest Uses estimation in problem solving

**CSAP Science**

**Fifth Grade CSAP Science Standards and Sub Content Performance**

- Standard:  
Highest Physical Science; Relationship with Technology, Human Activity  
Lowest Scientific Investigations & Connections among Scientific Disciplines

- Sub Content: There was no sub content area that stood out significantly
- Skills Scores No Scores Available.

### School Overall Trends (2003-2007)

- On the third grade CSAP Reading Test there is a trend of decrease in students scoring in the advanced range over time:

#### Third Grade CSAP Reading

	<u>Proficient +</u>	<u>Advanced -</u>
2003	74.47%	17.02%
2004	69.81%	18.87%
2005	77.50%	16.25%
2006	77.38%	13.10%
2007	84.11%	10.28%

- On the third grade CSAP Reading Test there is a trend of decrease in students scoring in the advanced range over time:

#### Third Grade CSAP Math

	<u>Proficient +</u>	<u>Advanced -</u>
2005	38.75%	51.25%
2006	35.29%	47.06%
2007	43.12%	44.95%

- On the fourth grade CSAP Math Tests there is a trend of increase in students scoring in the advanced range over time:

#### Fourth Grade CSAP Math

	<u>Proficient -</u>	<u>Advanced +</u>
2005	52.31%	24.62%
2006	45.98%	44.83%
2007	29.07%	59.30%

- On the second and fourth grade Level Reading Tests there is a trend of increase in students scoring in the advanced range over time.

#### Second Grade Level Test Reading

	<u>Advanced Reading +</u>
Second Grade 2003	34.7%
Second Grade 2004	36.5%
Second Grade 2005	37.5%
Second Grade 2007	43.8%

#### Fourth Grade Level Test Reading

	<u>Advanced Reading +</u>
Fourth Grade 2003	25.0%
Fourth Grade 2004	23.9% (exception)
Fourth Grade 2005	29.2%
Fourth Grade 2006	30.6%
Fourth Grade 2007	35.3%

## Advanced Level Test Scores in Advanced Range Stronger in Math than Reading at All Grade Levels

- There is a higher percentage of students scoring in the advanced range on the Spring Level Tests in math than in general in reading in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades.

	<u>Reading Advanced</u>	<u>Math Advanced</u>
Second Grade 2003	34.7%	37.8%
Second Grade 2004	36.5%	44.6%
Second Grade 2005	37.5%	39.4%
Second Grade 2007	43.8%	60.7%
Third Grade 2003	21.3%	37.5%
Third Grade 2004	33.3%	48.2%
Third Grade 2005	46.3%	33.8% (exception)
Third Grade 2006	38.8%	42.4%
Third Grade 2007	25.5%	36.7%
Fourth Grade 2003	25.0%	33.9%
Fourth Grade 2004	23.9%	41.3%
Fourth Grade 2005	29.2%	21.5% (exception)
Fourth Grade 2006	30.6%	35.3%
Fourth Grade 2007	35.3%	46.4%
Fifth Grade 2003	34.7%	34.7%
Fifth Grade 2004	33.9%	43.1%
Fifth Grade 2005	31.5%	33.3%
Fifth Grade 2006	38.4%	38.4%
Fifth Grade 2007	30.5%	34.2%

### Continuous Growth on CSAP with Dip in Fourth Grade

- **There is a statistical dip in fourth grade scores in all subject areas on the CSAP. The students recover and continue to grow in subsequence years.**

#### CSAP Proficient/Advance Ranges:

##### Reading – Proficient/Advanced

Third Grade 2004 – 90.4%  
 Fourth Grade 2005 – 81.3% (dip)  
 Fifth Grade 2006 – 90.3%  
 Sixth Grade 2007 - 96.0%

##### Writing – Proficient/Advanced

Third Grade 2004 – 80.3%  
 Fourth Grade 2005 – 75.0% (dip)  
 Fifth Grade 2006 – 83.3%  
 Sixth Grade 2007 – 88.0%

## Math – Proficient/Advanced

Third Grade 2004 – No Testing

Fourth Grade 2005 – 78.1%

Fifth Grade 2006 – 87.5%

Sixth Grade 2007 – 90.0%\

### Successes

1. District expectations were exceeded in school attendance, percentage of school suspensions, and the percentage of students who move out of the literacy program cohort.
2. On the Level Tests all grade levels taking the test, including 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, made at least one year's growth in math and reading.
3. On the CSAP Reading Test 90.5% of the students made at least on year's growth.
4. On the CSAP Category Movement Chart, progress was made in both math and reading in moving more students into the proficient/advanced ranges.
5. On the CSAP Category Movement Chart, there were no students in the unsatisfactory range again this year in reading and writing. This is a great success with three special needs classrooms.
6. At all grade levels, there is a high percentage of students scoring in the advanced range on the Spring Level Tests.
7. On the CSAP Category Movement Chart, there was an increase in the percentage of female, male, Hispanic, and Free/Reduced Lunch students scoring in the Proficient/Advanced Range.
8. On the 3<sup>rd</sup> and 4<sup>th</sup> grade CSAP Reading Test, both grade levels have the highest Sub Content scores in “non-fiction”.
9. On the 4<sup>th</sup> and 5<sup>th</sup> grade CSAP Writing Test, both grade levels have the highest Sub Content scores in “extended writing”.
10. On the 4<sup>th</sup> and 5<sup>th</sup> grade CSAP Reading Test, both grade levels have the highest Sub Content scores in “fiction and poetry”.

### Growth Opportunities

1. On the CSAP Test only 5<sup>th</sup> grade had 90% of their students making at least year's growth in the area of reading.
2. On the CSAP Category Movement Chart, there were 2 students who moved into the Unsatisfactory Range in the area of math.
3. On the CSAP Category Movement Chart, writing was the only area in which there was a decline in the number of students scoring in the Proficient/Advanced Range.
4. Third grade has shown a trend of decrease over time in the number of students on both the CSAP math and reading test scores. However, this trend is not reflected in the Math and Reading Levels Tests.
5. There is a statistical dip in fourth grade for the percentage of students scoring in the Proficient/Advanced Range in reading and math on the CSAP Tests. The students recover and continue to grow in subsequence years.
6. On the CSAP Math Category Movement Chart, there was a decrease in the percentage of students with disabilities scoring in the Proficient/Advanced Range and an increase in the percentage of students scoring in the Unsatisfactory Range.
7. Both the 4<sup>th</sup> and 5<sup>th</sup> grade CSAP Reading Scores show the lowest Sub Content Area Score in the “vocabulary” area and the lowest Skill Score in the, “summarize and synthesize text” area.

8. Both the 4<sup>th</sup> and 5<sup>th</sup> grade CSAP Writing Scores show the lowest Standard in “writing and using conventions”. Both the 3<sup>rd</sup> and 4<sup>th</sup> grade CSAP Writing Scores show the lowest Sub Content Area Scores in the “grammar and usage” area.

## **Zach Elementary School Wide Goals – 2007-2008**

### **Goal # 1: Third grade students will demonstrate 90% reading proficiency.**

This goal has been met almost every year since the school opened. Through the ability grouping in reading and the literacy lab support we plan to continue to meet this goal.

Percentage of Third Grade CSAP Students Scoring at or Above Proficient/Advanced:

2003	91.49%
2004	88.68%
2005	93.75%
2006	90.48%
2007	94.39%

### **Goal # 2: 90% of all students will make at least one years’ growth in language arts and math.**

The School Improvement Team will review and recommend to the Zach Elementary Site-Based Decision-Making Team a K-5 program/resources to improve the “grammar and usage” and “writing using conventions” area of the CSAP.

Teachers in kindergarten through fifth grade will implement the individualized “No Excuse” reading, writing, and spelling program to help improve “uses correct spelling” area.

All teachers/students in second through fifth grade will have a two-day training to develop strong constructed math responses in math. A kindergarten through fifth grade constructed math curriculum will be written.

Through district support, we were able to hire an instructional coach one day per week. The instructional coach will support the 14 probationary teachers with curriculum, resources, instructional strategies, etc.

The School Improvement Team will review the benefits of the new Accelerated Reader Enterprise program to determine whether or not the reading benefits would be worth the financial commitment.

The school staff will select one of four books on brain research and record classroom strategies that support the research. During the November collaboration day, the staff will hear from a consultant in this area and will share strategies gathered during the book study that can be implemented in the classroom.

### **Goal # 3: PSD students complete an AP, IB, or Postsecondary Credit Earning Class before Graduation**

Besides offering “Accelerated Math” for students who qualify for the G/T Math Program, this year we will offer “Advanced Math” for students in grades second through fifth grade who are close to qualifying for the G/T

Math Acceleration. The Advanced Math Teachers will compact the grade level “Everyday Math” Program. The Advanced Math Teachers’ Committee will meet and look at resources to support the “Advanced Math” students during the third and/or fourth quarter of the school year.

Continue to move students into the Advanced Range in reading by offering an “Advanced Reading” class for high ability students in fourth and fifth grade.

## Grade Level, Literacy, Specials, and Special Education Goals

### 2007-2008 Zach Elementary Accreditation Plan

**Grade Level: Kindergarten**

Teachers’ Responsible to Implement Plan: Sharon Brown, Susan Mishak, Jenny Lemon

<p><b>Reading Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: K. Assessment and DRA2</b></p> <p><b>Current Status: 100%</b></p> <p><b>Instructional Strategies: Open Court instruction</b></p> <p><b>Daily use of alphabet/sound flash cards and games</b></p> <p><b>Reinforce skills learned at school through weekly homework</b></p> <p><b>Individual(s) Responsible: Teacher /Para/Parents</b></p>	<p><b>Reading Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool: K. Assessment DRA2</b></p> <p><b>Current Status: 21%</b></p> <p><b>Instructional Strategies: IEP Ability groups One on one instruction Homework</b></p> <p><b>Individuals Responsible: Teacher/Para Teacher/Para/Parents</b></p>	<p><b>Reading Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: K. Assessment DRA 2</b></p> <p><b>Current Status: 79%</b></p> <p><b>Instructional Strategies: Teaching strategies for decoding sight word recognition and assessment</b></p> <p><b>Spelling 2-3 letter high frequency words</b></p> <p><b>Individual(s) Responsible: Teacher/ Para</b></p>
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<p><b>Writing Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: K. Assessment Zaner Bloser Handwriting Program</b></p> <p><b>Current Status: 100%</b></p> <p><b>Instructional Strategies: Zaner Bloser Program, daily modeled writing</b></p> <p><b>Individual(s) Responsible: Teacher/Para/Student</b></p>	<p><b>Writing Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool: K. Assessment</b></p> <p><b>Current Status: 9%</b></p> <p><b>Instructional Strategies Daily modeled instruction</b></p> <p><b>Homework</b></p> <p><b>Individual(s) Responsible: Teacher/Para/Student/Parents</b></p>	<p><b>Writing Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: K. Assessment</b></p> <p><b>Current Status: 91%</b></p> <p><b>Instructional Strategies Daily modeled instruction. Small group work. Individual practice.</b></p> <p><b>Individual(s) Responsible: Teacher/Para/Student</b></p>
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<p><b>Math Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: Harcourt Assessment Chap 1-12</b></p> <p><b>Current Status: 100%</b></p> <p><b>Instructional Strategies: Harcourt curriculum, chapters 1-12</b></p> <p><b>Homework</b></p>	<p><b>Math Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool: K. Assessment Harcourt Assessment</b></p> <p><b>Current Status: 28%</b></p> <p><b>Instructional Strategies: Daily instruction, (class, small group and one on one)</b></p> <p><b>Hands on practice</b></p> <p><b>Ability grouping</b></p>	<p><b>Math Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: K. Assessment Harcourt Assessment</b></p> <p><b>Current Status: 72%</b></p> <p><b>Instructional Strategies: Harcourt curriculum student practice chapters 1-12.</b></p> <p><b>Ability grouping</b></p> <p><b>Homework</b></p>
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<b>Individual(s) Responsible:</b> <b>Teacher/Para/Student</b>	<b>Homework</b>  <b>Individual(s) Responsible:</b> <b>Teacher/Para/Student</b>	<b>Individual(s) Responsible:</b> <b>Teacher/Para/Student</b>
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**2007-2008 Zach Elementary Accreditation Plan**

**Grade Level: 1<sup>st</sup>**

Teachers' Responsible to Implement Plan: Jantz, Lauterbach, Lee, Sinclair, Uhrich

<p><b>Reading Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: STAR Test</b>  <b>Current Status: baseline year</b></p> <p><b>Instructional Strategies and Individual(s) Responsible:</b></p> <p><b>Ability grouping based on needs related to skill development (classroom teachers)</b></p> <p><b>Use of Open Court whole group phonics instruction (classroom teachers)</b></p> <p><b>Nightly At-Home Reading (parents)</b></p>	<p><b>Reading Goal: Decrease the % of unsatisfactory (students on ILPs)</b></p> <p><b>Assessment Tool: DRA2</b>  <b>Current Status: 18%</b></p> <p><b>Instructional Strategies and Individual(s) Responsible:</b></p> <p><b>Students will receive instructional support from Literacy Lab (Literacy Lab teachers)</b></p> <p><b>Ability Grouping within reading instruction (classroom teachers)</b></p> <p><b>Use of Open Court whole group instruction (classroom teachers)</b></p>	<p><b>Reading Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: STAR Test</b>  <b>Current Status: baseline year</b></p> <p><b>Instructional Strategies and Individual(s) Responsible:</b></p> <p><b>Ability grouping based on needs related to skill development (classroom teachers)</b></p> <p><b>Use of Open Court whole group phonics instruction (classroom teachers)</b></p> <p><b>Nightly At-Home Reading (parents)</b></p>
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<p><b>Writing Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: First Grade Writing Rubric</b></p> <p><b>Current Status: 90%</b></p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p><b>Implementation of Step-Up to Writing Curriculum to instruct expository writing (classroom teachers)</b></p>	<p><b>Writing Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool: High Frequency Word Test</b></p> <p><b>Current Status: 10%</b></p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p><b>Use of Word Wall within Classrooms (classroom teachers)</b></p> <p><b>Inclusion of Sight Words on Weekly Spelling Test(classroom teachers)</b></p> <p><b>Practice at home with Sight Word List(parents)</b></p> <p><b>Students are held responsible for spelling High Frequency Words correctly within paragraph writing (classroom teachers)</b></p>	<p><b>Writing Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: First Grade Writing Rubric</b></p> <p><b>Current Status:75%</b></p> <p><b>Instructional Strategies/Individual(s) Responsible: Implementation of Step-Up to Writing Curriculum to instruct expository writing (classroom teachers)</b></p>
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<p><b>Math Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: End of the Year “Everyday Math” Assessment</b></p> <p><b>Current Status: 85%</b></p>	<p><b>Math Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool: Timed Math Fact Quizzes</b></p> <p><b>Current Status: 10%</b></p>	<p><b>Math Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: End of the Year “Everyday Math” Assessment</b></p> <p><b>Current Status: 85%</b></p>
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<p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>Instruction based upon the implementation of “Everyday Math” Curriculum(classroom teachers)</p>	<p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>Provide class time instruction outside of whole group instruction for math fact practice, small group instruction, and math games based around math fact practice (classroom teachers)</p> <p>Provide fact sheets for parents to practice with students at home(parents)</p>	<p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>Instruction based upon the implementation of “Everyday Math” Curriculum (classroom teachers)</p> <p>Use of Ability Grouping within Math Instruction including math games, daily math message(classroom teachers)</p>
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<p><b>Science Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: no data</b></p> <p><b>Current Status: no data</b></p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>Use of Non-Fiction Readers for all Science Units (classroom teachers)</p> <p>Use of FOSS kits for pertaining units (classroom teachers)</p> <p>School-to-Home Communication Informing Parents of Science Curriculum (classroom teachers/parents)</p>	<p><b>Science Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool: no data</b></p> <p><b>Current Status: no data</b></p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>Use of Non-Fiction Readers for all Science Units (classroom teachers)</p> <p>Use of FOSS kits for pertaining units(classroom teachers)</p> <p>School-to-Home Communication Informing Parents of Science Curriculum (classroom teachers/parents)</p>	<p><b>Science Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: no data</b></p> <p><b>Current Status: no data</b></p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>Use of Non-Fiction Readers for all Science Units (classroom teachers)</p> <p>Use of FOSS kits for pertaining units(classroom teachers)</p> <p>School-to-Home Communication Informing Parents of Science Curriculum (classroom teachers/parents)</p>
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<b>2007-2008 Zach Elementary Accreditation Plan</b> <b>2<sup>nd</sup> Grade Level: Second Grade Teachers' Responsible to Implement Plan: Koch, Mitchell, Moore, Ruybal, Teeples</b>		
<p><b>Reading Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> Levels Test <b>Current Status:</b> No data available</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Higher Level Questioning through "Bloom's Taxonomy" Flip-Charts/ Second Grade Teachers</p>	<p><b>Reading Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> STAR Test <b>Current Status:</b> 1%</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Individualized plan as needed per student.</p>	<p><b>Reading Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> Levels Test <b>Current Status:</b> No data available</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Higher Level Questioning through "Bloom's Taxonomy" Flip-Charts/ Second Grade Teachers</p>

<p><b>Writing Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> Individualized "Rebecca Sitton" Spelling Program and Rubric <b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Holding students accountable in writing for 1-130 "Rebecca Sitton" high-frequency words.</p>	<p><b>Writing Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> Individualized "Rebecca Sitton" Spelling Program and Rubric <b>Current Status:</b> 1%</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Individualized plan as needed per student.</p>	<p><b>Writing Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> Individualized "Rebecca Sitton" Spelling Program and Rubric <b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Holding students accountable in writing for 1-130 "Rebecca Sitton" high-frequency words.</p>
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<p><b>Math Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> Observational Growth Using Math Journals and Rubric <b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Daily Interpretation of math prompts and written explanation of thinking/ Second Grade Teachers</p>	<p><b>Math Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> <b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Individualized plan as needed per student.</p>	<p><b>Math Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> Observational Growth Using Math Journals and Rubric <b>Current Status:</b> No data available</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Daily Interpretation of math prompts and written explanation of thinking/ Second Grade Teachers</p>
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<p><b>Science Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> Scientific Method <b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Students will use the scientific in labs in each science unit when applicable.</p>	<p><b>Science Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> <b>Current Status:</b> No data available</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Individualized plan as needed per student.</p>	<p><b>Science Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> Scientific Method <b>Current Status:</b> No data available</p> <p><b>Instructional Strategies/Individual(s)</b> <b>Responsible:</b> Students will use the scientific in labs in each science unit when applicable</p>
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**2007-2008 Zach Elementary Accreditation Plan**

**Grade Level: 3**

**Teachers Responsible to Implement Plan: Jody Moore, Denise Bernard, Cate Paxson, Nicki Rifkin**

<p><b>Reading Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> DRA2, MAPS, STAR</p> <p><b>Current Status:</b> 98% on MAPS test</p> <p><b>Instructional Strategies:</b> Flexible ability groups for small group instruction, whole group instruction of reading skills and concepts, weekly take home reading requirements, instruction based on formal and informal assessments such as skill sheets, oral assessments, and quarterly Accelerated Reader and Book Report requirements</p> <p><b>Individuals Responsible:</b> Third grade classroom teachers, Literacy Teachers, and Special Education Teachers</p>	<p><b>Reading Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> DRA2, MAPS, STAR, Special Education assessments</p> <p><b>Current Status:</b> .011% (1 out of 89 students)</p> <p><b>Instructional Strategies:</b> Differentiated instruction delivered in small group setting within special education classroom.</p> <p><b>Individual(s) Responsible:</b> Special Education teachers</p>	<p><b>Reading Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> DRA2, MAPS, STAR</p> <p><b>Current Status:</b> 92% (82 out of 89 students)</p> <p><b>Instructional Strategies:</b> Flexible ability groups for small group instruction, whole group instruction of reading skills and concepts, weekly take home reading requirements, instruction based on formal and informal assessments such as skill sheets, oral assessments, and quarterly Accelerated Reader and Book Report requirements</p> <p><b>Individuals Responsible:</b> Third grade classroom teachers, Literacy Teachers, and Special Education Teachers</p>
<p><b>Writing Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> CSAP</p> <p><b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies:</b> CSAP rubrics/released items, <i>Step Up to Writing Program</i>, <i>Zaner-Bloser Spelling</i> and High Frequency</p>	<p><b>Writing Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> CSAP</p> <p><b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies:</b> Individualized <i>Zaner-Bloser</i> spelling lists and High Frequency writing words, Small group/individualized</p>	<p><b>Writing Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> CSAP</p> <p><b>Current Status:</b> No data available.</p> <p><b>Instructional Strategies:</b> Individualized <i>Zaner-Bloser</i> spelling lists that include challenge words, High Frequency writing words pre-tested</p>

<p>Writing words, Daily Oral and Written Language</p>	<p>instruction as needed, differentiated <i>Step Up to Writing</i> instruction and expectations</p> <p><b>Individuals Responsible:</b> Third grade teachers and Special Education teachers</p>	<p>beyond third grade expectations, Small group/individualized instruction as needed, differentiated <i>Step Up to Writing</i> instruction and expectations</p>
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<p><b>Math Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> MAPS, Everyday Math End of the Year test</p> <p><b>Current Status:</b> 100% on MAPS test</p> <p><b>Instructional Strategies:</b> Flexible ability grouped math classes based on MAPS and formal pre-assessment performance, whole group/small group/one on one instruction, weekly minute math assessments for basic skills practice, mastery of multiplication facts, weekly fact practice expectations, and a variety of classroom skill work</p>	<p><b>Math Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> MAPS, special education curriculum assessments</p> <p><b>Current Status:</b> .0225% (2 out of 89 students)</p> <p><b>Instructional Strategies:</b> <b>Differentiated instruction delivered in small group setting within special education classroom</b></p> <p><b>Individuals Responsible:</b> Special Education teachers</p>	<p><b>Math Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> MAPS, Everyday Math End of the Year test</p> <p><b>Current Status:</b> 94% (84 out of 89 students)</p> <p><b>Instructional Strategies:</b> Flexible ability grouped math classes based on MAPS and formal pre-assessment performance, differentiated whole group/small group/one on one instruction, individualized weekly minute math assessments for basic skills practice, progression of mastery of multiplication facts, weekly fact practice expectations</p>
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<p><b>Science Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> Core curriculum assessments</p> <p><b>Current Status:</b> No data available.</p>	<p><b>Science Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> Core curriculum assessments</p> <p><b>Current Status:</b> No data available.</p>	<p><b>Science Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> Core curriculum assessments</p> <p><b>Current Status:</b> No data available.</p>
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<b>Instructional Strategies:</b> Instruction based on Core Knowledge sequence and standards	<b>Instructional Strategies:</b> Instruction based on Core Knowledge sequence and standards	<b>Instructional Strategies:</b> <b>Instruction based on Core Knowledge sequence and standards</b>
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**2007-2008 Zach Elementary Accreditation Plan**

**Grade Level:** 4<sup>th</sup> Grade

**Teachers' Responsible to Implement Plan:** Liz Brown, Amy Kozusko, Rachel Lafflam, Kim Schilling, Jenn Sheldon, and Anna Waido

**Reading Goal:** 90% of all students will make at least one years growth

**Assessment Tool:** CSAP

**Current Status:** 66.2% of students are making one-years growth

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
Identify students who fall in the unsatisfactory and partially proficient range. Provide additional small group instruction through leveled reading material to promote increased reading skills.	Classroom teacher to provide on going instruction based on skill needs.
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses related to (Standard 6b) characters, setting, conflict, plot, theme, sequence, and resolutions.	Classroom teacher to provide on going instruction based on skill needs.
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses	Classroom teacher to provide on going instruction based on skill needs.

related to (Standard 1b) drawing conclusions, inferring within and among the text.	
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses related to (Standard 5a) organizing ideas in summaries and through locating text, and (Standard 5b) supporting and justifying ideas and giving a purpose.	Classroom teacher to provide on going instruction based on skill needs.
Potentially students with Individualized Learning Plan's would be offered 30 minutes daily of small group reading strategies in the literacy lab.	Literacy teachers and classroom teachers will provide on going instruction based on skill needs and measure growth with quarterly progress reports.

**Reading Goal:** Decrease the % of unsatisfactory

**Assessment Tool:** CSAP

**Current Status:** No current fourth grade students received an unsatisfactory score on the spring 2007 CSAP. However, six students were partially proficient, and will be serviced through an individual plan.

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
Identify students who fall in the partially proficient range. Provide additional small group instruction through leveled reading material to promote increased reading skills.	Classroom teacher to provide ongoing instruction based on skill needs.
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses	Classroom teacher to provide ongoing instruction based on skill needs.

related to (Standard 6b) characters, setting, conflict, plot, theme, sequence, and resolutions.	
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses related to (Standard 1b) drawing conclusions, inferring within and among the text.	Classroom teacher to provide ongoing instruction based on skill needs.
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses related to (Standard 5a) organizing ideas in summaries and through locating text, and (Standard 5b) supporting and justifying ideas and giving a purpose.	Classroom teacher to provide ongoing instruction based on skill needs.
Potentially students with Individualized Learning Plan's would be offered 30 minutes daily of small group reading strategies in the literacy lab.	Literacy teachers and classroom teachers will provide on going instruction based on skill needs and measure growth with quarterly progress reports.

**Reading Goal:** Increase percentage of students in Proficient/Advanced

**Assessment Tool:** CSAP

**Current Status:** 10% of students scored Advanced in Reading, while 81 % of students scored Proficient.

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
Identify students who fall in the proficient range. Provide additional small group instruction through level reading material	Classroom teacher to provide on going instruction based on skill needs.

to promote increased reading skills.	
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses related to (Standard 6b) characters, setting, conflict, plot, theme, sequence, and resolutions.	Classroom teacher to provide ongoing instruction based on skill needs.
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses related to (Standard 1b) drawing conclusions, inferring within and among the text.	Classroom teacher to provide ongoing instruction based on skill needs.
Through grade level/student leveled appropriate reading materials across the genres, students will receive instruction and be expected to apply concepts through multiple choice and constructed responses related to (Standard 5a) organizing ideas in summaries and through locating text, and (Standard 5b) supporting and justifying ideas and giving a purpose.	Classroom teacher to provide ongoing instruction based on skill needs.
Through the GT Reading program, teachers are allowing the advanced readers to be more challenged in the area of reading.	Classroom teacher and GT Reading teacher.

**Writing Goal:** 90% of all students will make at least one years growth

**Assessment Tool:** CSAP

**Current Status:** 62.3% of students are making one-years growth

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
Conduct pre-assessments to determine student's ability to interpret and respond to prompts that are expository or narrative.	Classroom teacher will provide ongoing instruction based on skill needs.
Expository paragraph development will be based on pre-assessment from which point whole and small group instruction conducted based on skills requirements. <b>Step up to Writing</b> will be reference to set up specific formats for paragraphs.	Classroom teacher will provide ongoing instruction based on skill needs.
Students will receive instruction specifically related to correctly using conventions, grammar, and correct spelling. Instruction in these areas will include use of Daily Language Instruction and accountability for fourth grade no excuse words in addition to the Zaner-Bloser curriculum.	Classroom teacher will provide ongoing instruction based on skill needs.
Instruction will be given to apply conventions, grammar, and spelling to extend writing opportunities.	Classroom teacher will provide ongoing instruction based on skill needs.

**Writing Goal:** Decrease the % of unsatisfactory

**Assessment Tool:** CSAP

**Current Status:** There are no current fourth grade students who received a score of unsatisfactory on the Spring 2007 CSAP. 20 current fourth graders received a score of Partially Proficient on the Spring 2007 CSAP.

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
Does not apply.	Does not apply.

**Writing Goal:** Increase percentage of students in Proficient/Advanced

**Assessment Tool:** CSAP

**Current Status:** 76.4% of current fourth grade students are scoring Proficient/Advanced on Spring 2007 CSAP.

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
Conduct pre-assessments to determine student's ability to interpret and respond to prompts that are expository or narrative.	Classroom teacher will provide ongoing instruction based on skill needs.
Expository paragraph development will be based on pre-assessment from which point whole and small group instruction conducted based on skills requirements. <b>Step up to Writing</b> will be referenced to set up specific formats for paragraphs.	Classroom teacher will provide ongoing instruction based on skill needs.
Students will receive instruction specifically related to correctly using conventions, grammar, and correct spelling. Instruction in these areas will include use of Daily Language Instruction (DLI) and accountability for fourth grade no excuse words in addition to the Zaner-Bloser curriculum.	Classroom teacher will provide ongoing instruction based on skill needs.
Instruction will be given to apply conventions, grammar, and spelling to extend writing opportunities.	Classroom teacher will provide ongoing instruction based on skill needs.

**Math Goal:** 90% of all students will make at least one years growth

**Assessment Tool:** CSAP

**Current Status:** 59.7% of students are making one-years growth according to CSAP.

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
*Students will be ability grouped based on	Classroom teacher to provide on going

<p>performances on levels and CSAP scores where instruction will be leveled appropriately.</p> <p>*Based on Standard 1a and 1b, students will receive instruction to help understand the progression of numbers on a number line as applied to values of whole number ordering, fractions, decimals, and percents. Students will also understand comparable value relationships. Instructions and applications will also include strategies for multiple choice and constructed response type questions.</p> <p>*Based on Standard 3 – 3, students will receive instruction and application regarding the reading, interpreting, and drawing conclusions from displays of data that include tables and graphs. Students will learn how to obtain information and apply the information to multiple choice and written explanations regarding the relevance of the information.</p> <p>*Based on Standard 4 – 4, students will receive instruction and application practice in the area of identifying and giving examples of congruency and similarities, solving perimeter and area problems or volume. Students will learn how to apply this information to multiple choice and constructed responses where justifications for answers are needed.</p> <p>*Standard 6 – 4, students will receive instructions regarding the differences between solving the problem and making an estimation of the solution. Students will</p>	<p>instruction based on skill needs.</p>
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learn to explain in constructed responses the strategies involved in estimation and why they are valid. Multiple-choice practice will also be included.	
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**Math Goal:** Decrease the % of unsatisfactory

**Assessment Tool:** CSAP

**Current Status:** One fourth grade student, less than 1% of the total fourth grade population, scored unsatisfactory on the Spring 2007 CSAP. 12 current fourth graders received a score of Partially Proficient on the Spring 2007 CSAP.

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
Individual plan will be made for this student based on CSAP data.	Classroom Teachers will provide ongoing support and instruction based on individualized need.
Fourth grade teachers will take a staff development course from Greg Denman who will be sharing strategies for writing in math.	Classroom Teachers

**Math Goal:** Increase percentage of student in Proficient to Advanced

**Assessment Tool:** CSAP

**Current Status:** 82% of current fourth grade students scored at Proficient or Advanced on the Spring 2007 CSAP.

**Instructional Strategies/Individual(s) Responsible:**

<b>Strategies (What adults will do)</b>	<b>Individual(s) Responsible</b>
*Students will be ability grouped based on performances of levels and CSAP scores where instruction will be leveled appropriately. *Based on Standard 1a and 1b, students will receive instruction to help understand the progression of numbers on a number line as applied to values of whole number	Classroom Teachers will provide ongoing instruction based on skill needs.

ordering, fractions, decimals, and percents. Students will also understand comparable value relationships. Instructions and applications will also include strategies for multiple choice and constructed response type questions.

\*Based on Standard 3 – 3, students will receive instruction and application regarding the reading, interpreting, and drawing conclusions from displays of data that include tables and graphs. Students will learn how to obtain information and apply the information to multiple choice and written explanations regarding the relevance of the information.

\*Standard 4-4, students will receive instruction and application practice in the area of identifying and giving examples of congruency and similarities, solving perimeter and area problems of volume. Students will learn how to apply this information to multiple choice and constructed responses where justifications for answers are needed.

Standard 6 – 4, students will receive instructions in the differences between solving the problem and estimating. Students will explain in constructed responses the strategies used in estimation and why they are valid. Multiple-choice practice will also be included.

**2007-2008 Zach Elementary Accreditation Plan**

Grade Level:  5  Teachers' Responsible to Implement Plan: Fifth Grade Team and Special Education Staff

**Reading Goal: 90% of all students will make at least one year's growth**

**Assessment Tool:** CSAP

**Current Status:**

66 % of our current students made at least one year's growth.

**Instructional Strategies/Individual(s) Responsible:**

- Pre and post assessments in Reading to monitor growth over time using CSAP, MAPS and STAR testing.
- Informal ongoing assessments during oral reading and class discussions.
- Periodic formal assessment of reading comprehension through quizzes, tests, written responses, and MAPS.
- Based on the 2007 CSAP analysis we will emphasize the following skills to increase performance:
  - Summarize and synthesize text
  - Make predictions, drawing conclusions; support with details
- Direct reading instruction at

**Reading Goal: Decrease the % of unsatisfactory**

**Assessment Tool:** CSAP

**Current Status:** .023 % of our current students scored unsatisfactory.

**Instructional Strategies/Individual(s) Responsible:** Students in this category receive individualized reading instruction from Special Education staff.

**Reading Goal: Increase percentage of student in Proficient/Advanced**

**Assessment Tool:** CSAP

**Current Status:** 88.4 % of our current students are at or above proficient.

**Instructional Strategies/Individual(s) Responsible:**

- Pre and post assessments in Reading to monitor growth over time using CSAP, MAPS and STAR testing.
- Informal ongoing assessments during oral reading and class discussions.
- Periodic formal assessment of reading comprehension through quizzes, tests, written responses, and MAPS.
- Based on the 2007 CSAP analysis we will emphasize the following skills to increase performance:
  - Summarize and synthesize text
  - Make predictions, drawing conclusions; support with details
- Direct reading instruction at

<p>students' readiness level</p> <ul style="list-style-type: none"> <li>▪ Quarterly, A.R. and Kid's Discover will be used as a required supplement to classroom instruction.</li> <li>▪ Differentiated groups with volunteer support throughout the year.</li> </ul>		<p>students' readiness level</p> <ul style="list-style-type: none"> <li>▪ Quarterly, A.R. and Kid's Discover will be used as a required supplement to classroom instruction.</li> <li>▪ Differentiated groups with volunteer support throughout the year.</li> </ul>
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<p><b>Writing Goal: 90% of all students will make at least one year's growth</b></p> <p><b>Assessment Tool:</b> <b>Current Status:</b> 62.3% of our current students made at least one year's growth</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ Pre and post writing assessments to monitor growth over time through the use of journals and a variety of writing prompts.</li> <li>▪ Holding students accountable in all subjects for conventions and no-excuse spelling words.</li> <li>▪ Weekly editing and grammar assessments.</li> <li>▪ Develop rubrics to insure the use of relevant details and examples in expository</li> </ul>	<p><b>Writing Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> CSAP <b>Current Status:</b> 0 % of our current students scored unsatisfactory.</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p>	<p><b>Writing Goal: Increase percentage of students in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> CSAP <b>Current Status:</b> 80.2% of our current students are at or above proficient.</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ Pre and post writing assessments to monitor growth over time through the use of journals and a variety of writing prompts.</li> <li>▪ Holding students accountable in all subjects for conventions and no-excuse spelling words.</li> <li>▪ Weekly editing and grammar assessments.</li> <li>▪ Develop rubrics to insure the use of relevant details and examples in expository writing.</li> </ul>
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<p>writing.</p> <ul style="list-style-type: none"> <li>▪ Formal assessment of writing through CSAP.</li> <li>▪ Based on the 2007 CSAP analysis we will emphasize on the following skills to increase performance: <ul style="list-style-type: none"> <li>○ Developing ideas with details, examples and reasons for expository writing.</li> <li>○ Improving the consistent use of conventions.</li> </ul> </li> <li>▪ <i>Use of Step Up To Writing and Barbara Mariconda</i> writing techniques.</li> <li>▪ Daily Paragraph Editing</li> <li>▪ <i>Shurley Grammar</i></li> <li>▪ CSAP Practice</li> <li>▪ <i>Six Traits of Writing</i> to develop voice</li> </ul>		<ul style="list-style-type: none"> <li>▪ Formal assessment of writing through CSAP.</li> <li>▪ Based on the 2007 CSAP analysis we will emphasize on the following skills to increase performance: <ul style="list-style-type: none"> <li>○ Developing ideas with details, examples and reasons for expository writing.</li> <li>○ Improving the consistent use of conventions.</li> </ul> </li> <li>▪ Use of <i>Step Up To Writing</i> and <i>Barbara Mariconda</i> writing techniques.</li> <li>▪ Daily Paragraph Editing</li> <li>▪ <i>Shurley Grammar</i></li> <li>▪ CSAP Practice</li> <li>▪ <i>Six Traits of Writing</i> to develop voice</li> </ul>
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<p><b>Math Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 59.7% of our current students made at least one years growth</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ Pre and post assessments in</li> </ul>	<p><b>Math Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> .023 % of our current students scored unsatisfactory. (One of these students receives math instruction from a homebound program.)</p> <p><b>Instructional</b></p>	<p><b>Math Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 88.4% of our current students are at or above proficient.</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ Pre and post assessments in</li> </ul>
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<p>math to monitor growth over time.</p> <ul style="list-style-type: none"> <li>▪ Students will be assessed formally with mid-unit quizzes, end of the unit math tests, and through written explanations to problems</li> <li>▪ Ongoing informal assessment of learners understanding of and application of math skills</li> <li>▪ Ability group students into flexible groups based on CSAP and MAPS test performance.</li> <li>▪ Students will receive direct math instruction from the Everyday Mathematics</li> <li>▪ Small group instruction on a regular basis</li> <li>▪ Compact curriculum to ensure that assessed standards are taught by March.</li> <li>▪ Focused practice on written responses, guiding students to more detailed written explanations of math solutions.</li> <li>▪ Computational skills will be practiced and reviewed weekly.</li> <li>▪ Target math vocabulary</li> </ul>	<p><b>Strategies/Individual(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ Ability group students into flexible groups based on CSAP and Levels test performance.</li> <li>▪ Students will receive direct math instruction from the Everyday Mathematics</li> <li>▪ Individualized instruction on a weekly basis</li> </ul>	<p>math to monitor growth over time.</p> <ul style="list-style-type: none"> <li>▪ Students will be assessed formally with mid-unit quizzes, end of the unit math tests, and through written explanations to problems</li> <li>▪ Ongoing informal assessment of learners understanding of and application of math skills</li> <li>▪ Ability group students into flexible groups based on CSAP and MAPS test performance.</li> <li>▪ Students will receive direct math instruction from the Everyday Mathematics</li> <li>▪ Small group instruction on a regular basis</li> <li>▪ Compact curriculum to ensure that assessed standards are taught by March.</li> <li>▪ Focused practice on written responses, guiding students to more detailed written explanations of math solutions.</li> <li>▪ Computational skills will be practiced and reviewed weekly.</li> <li>▪ Target math vocabulary</li> </ul>
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<p><b>Science Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> <b>Current Status:</b></p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>No data available</p>	<p><b>Science Goal: To have as many students as possible proficient on the CSAP</b></p> <p><b>Assessment Tool:</b> CSAP <b>Current Status:</b> Need to review all standards prior to CSAP time</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>▪ Provide K-4 science review lessons</li> <li>▪ Review all K-4 standards</li> <li>▪ Use scientific method and processes</li> </ul>	<p><b>Science Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> <b>Current Status:</b></p> <p><b>Instructional Strategies/Individual(s) Responsible:</b></p> <p>No data available</p>
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<p><b>2007-2008 Zach Elementary Accreditation Plan</b></p> <p>Literacy Teachers: Sharalyn Hansen Teachers' Responsible to Implement Plan: Sharalyn Hansen and Joyce Nelson</p>		
<p><b>Reading Goal: 90% of all ILP students will make at least one years growth</b></p> <p><b>Assessment Tool:</b></p> <ul style="list-style-type: none"> <li>• See Information Below</li> </ul> <p><b>Current Status:</b></p> <p><b>Instructional Strategies/Individual(s)</b></p> <ul style="list-style-type: none"> <li>• See Information Below</li> </ul> <p><b>Responsible: Sharalyn Hansen Joyce Nelson</b></p>	<p><b>Reading Goal: Decrease the % of unsatisfactory</b></p> <p><b>All students in the unsatisfactory range are serviced through Mod. Needs</b></p>	<p><b>Reading Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>All ILP students are currently below grade level based on district standards. Our goal is to bring them to proficiency. If anyone reaches advance - Hooray!!</b></p> <p><b>Assessment Tool: CSAP / MAPS/DRA</b> <b>Current Status: 0</b></p>

### Assessment Tools:

- 1<sup>st</sup>: DRA2
- 2<sup>nd</sup>: MAPS and DRA2
- 3<sup>rd</sup>: MAPS / CSAP / DRA2
- 4<sup>th</sup>: MAPS / CSAP / DRA2
- 5<sup>th</sup>: MAPS / CSAP / DRA2

### Current Status:

- 1<sup>st</sup>: 17 ILPs
- 2<sup>nd</sup>: 19 ILP's
- 3<sup>rd</sup>: 10 ILP's
- 4<sup>th</sup>: 5 ILP's
- 5<sup>th</sup>: 2 ILP's

### Instructional Strategies:

- Students on ILP's will receive direct instruction through a "needs based" small group.
- Using fall testing data, students will be placed at an appropriate reading level.
- Students will be taught "Good Reader Strategies" – Before I Read, While I Read and After I Read – and learn to apply to both fiction and non-fiction.
- Provide direct instruction in "High Level Thinking" skills – inferring, drawing conclusions, finding the authors purpose and summarizing in both fiction and non-fiction texts.

### 2007-2008 Zach Elementary Accreditation Plan

Grade Level: Specials Teachers' Responsible to Implement Plan: Mrs. Irving, Mrs. Roberson, Mr. Uhrich, Miss. Brown, Mrs. Johnson

Intermediate

Primary

**PE Goal: 90% of students at or above proficient on Trifit Testing**

**PE Goal: Able to throw, catch and kick a ball correctly.**

<p><b><u>Assessment Tool:</u> TriFit Test</b>  <b><u>Current Status:</u> 86%</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b>  <b><u>Responsible:</u> Pre Test to see where we struggle. Weekly pushups and situps.</b></p>	<p><b><u>Assessment Tool:</u> Skill Tests</b>  <b><u>Current Status:</u> Most 1<sup>st</sup> Graders are proficient.</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b>  <b><u>Responsible:</u> Throw, catch or kick for at least 5 minutes every PE class.</b></p>	
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<p><b><u>Music Goal:</u> 3<sup>rd</sup>-5<sup>th</sup> will use rhythmic notation to write compositions and will perform them correctly.</b></p> <p><b><u>Assessment Tool:</u> Student Compositions</b>  <b><u>Current Status:</u> Baseline Year</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b>  <b><u>Responsible:</u> Rhythmic dictation/notation practice:</b></p>	<p><b><u>Music Goal:</u> K-2 will keep a steady beat in a variety of musical styles.</b></p> <p><b><u>Assessment Tool:</u> Continuous observation</b>  <b><u>Current Status:</u> in progress</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b>  <b><u>Responsible:</u> Continued practice and observation</b></p>	
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<p><b><u>Art Goal:</u> Students will understand and demonstrate their ability to assess and critique artwork.</b></p> <p><b><u>Assessment Tool:</u> Written and verbal/Observation</b>  <b><u>Current Status:</u> Baseline Year</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b></p>	<p><b><u>Art Goal:</u> Students will be able to discuss works of art using art based vocabulary.</b></p> <p><b><u>Assessment Tool:</u> Verbal/Observation</b>  <b><u>Current Status:</u> Baseline year</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b>  <b><u>Responsible:</u> Class discussions on</b></p>	
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<p><b><u>Responsible:</u> Written Critiques and class discussions on art projects.</b></p>	<p>art images/works based on projects</p>	
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<p><b><u>Computer Lab Goal:</u> 90% of 4<sup>th</sup> and 5<sup>th</sup> graders will keyboard at a satisfactory range.</b></p> <p><b><u>Assessment Tool:</u> Keyboarding Test</b></p> <p><b><u>Current Status:</u> Baseline Year</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b></p> <p><b><u>Responsible:</u> Daily Keyboarding to increase range</b></p>	<p><b><u>Computer Lab Goal:</u> Basic computer skills and fine motor using a PC</b></p> <p><b><u>Assessment Tool:</u> Observation</b></p> <p><b><u>Current Status:</u> In progress</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b></p> <p><b><u>Responsible:</u> Weekly PC usage and feedback</b></p>	
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<p><b><u>Media Goal:</u> Basic research techniques and reporting tools</b></p> <p><b><u>Assessment Tool:</u> Successful research and completed work</b></p> <p><b><u>Current Status:</u> In progress</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b></p> <p><b><u>Responsible:</u> Model methods and exhibit comfort with research techniques</b></p>	<p><b><u>Media Goal:</u> Basic knowledge of library organization</b></p> <p><b><u>Assessment Tool:</u> Using library lookup and successful library usage.</b></p> <p><b><u>Current Status:</u> In progress</b></p> <p><b><u>Instructional Strategies/Individual(s)</u></b></p> <p><b><u>Responsible:</u> Modeling and usage exercises</b></p>	
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**2007-2008 Zach Elementary Accreditation Plan**

Special Needs Teachers: \_Katie Frank and Amanda Glomboski\_  
 Teachers' Responsible to Implement Plan: Katie Frank and Amanda Glomboski

<p><b>Reading Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 50%</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b> Special Education Staff                  *Increase the number of constructed response questions students are required to answer in daily practice.                  *Provide opportunities for students to identify reading components during daily fiction reading activities                  *Increase opportunities for students to identify and explain the main idea of a piece of text and find supporting details</p>	<p><b>Reading Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 25%</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b> Special Education Staff                  *Increase the number of constructed response questions students are required to answer in daily practice.                  *Provide opportunities for students to identify reading components during daily fiction reading activities                  * Increase opportunities for students to identify and explain the main idea of a piece of text and find supporting details skills</p>	<p><b>Reading Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 64%</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b> Special Education Staff                  *Increase the number of constructed response questions students are required to answer in daily practice.                  *Provide opportunities for students to identify reading components during daily fiction reading activities                  * Increase opportunities for students to identify and explain the main idea of a piece of text and find supporting details</p>
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<p><b>Writing Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 50%</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b> Special Education Staff                  *Provide opportunities for students to plan, draft, revise, and edit expository writing                  *Provide instruction in conventions and grammar through daily paragraph editing                  *Provide instruction in developing ideas and content within writing through <i>Step Up to Writing</i> practice</p>	<p><b>Writing Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 15%</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b> Special Education Staff                  *Provide opportunities for students to plan, draft, revise, and edit expository writing                  *Provide instruction in conventions and grammar through daily paragraph editing                  *Provide instruction in developing ideas and content within writing through <i>Step Up to Writing</i> practice</p>	<p><b>Writing Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool:</b> CSAP  <b>Current Status:</b> 45%</p> <p><b>Instructional Strategies/Individual(s) Responsible:</b> Special Education Staff                  *Provide opportunities for students to plan, draft, revise, and edit expository writing                  *Provide instruction in conventions and grammar through daily paragraph editing                  *Provide instruction in developing ideas and content within writing through <i>Step Up to Writing</i> practice</p>
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<p><b>Math Goal: 90% of all students will make at least one years growth</b></p> <p><b>Assessment Tool: CSAP</b>  <b>Current Status: 15%</b>  <b>Instructional Strategies/Individual(s)</b>  <b>Responsible: Special Education Staff</b>  <i>*Increase opportunities for students to explain use of number sense to estimate and justify the solutions to problems both orally and in writing</i>  <i>*Provide opportunities for students to construct, read and interpret displays of data</i>  <i>*Provide opportunities for students to solve problems using a variety of strategies and algorithms</i>  <i>*Increase practice in generating, analyzing, and making predictions based on data</i></p>	<p><b>Math Goal: Decrease the % of unsatisfactory</b></p> <p><b>Assessment Tool: CSAP</b>  <b>Current Status: 20%</b>  <b>Instructional Strategies/Individual(s)</b>  <b>Responsible: Special Education Staff</b>  <i>*Increase opportunities for students to explain use of number sense to estimate and justify the solutions to problems both orally and in writing</i>  <i>*Provide opportunities for students to construct, read and interpret displays of data</i>  <i>*Provide opportunities for students to solve problems using a variety of strategies and algorithms</i>  <i>*Increase practice in generating, analyzing, and making predictions based on data</i></p>	<p><b>Math Goal: Increase percentage of student in Proficient/Advanced</b></p> <p><b>Assessment Tool: CSAP</b>  <b>Current Status: 55%</b>  <b>Instructional Strategies/Individual(s)</b>  <b>Responsible: Special Education Staff</b>  <i>*Increase opportunities for students to explain use of number sense to estimate and justify the solutions to problems both orally and in writing</i>  <i>*Provide opportunities for students to construct, read and interpret displays of data</i>  <i>*Provide opportunities for students to solve problems using a variety of strategies and algorithms</i>  <i>*Increase practice in generating, analyzing, and making predictions based on data</i></p>
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**SECTION V**  
**School-Based Staff Development Plan**  
**(To Support Achievement of School Goals)**

Activity/Activities	New Staff Training	Poudre School District Writing Training	“Mastering the Math Narrative” Training	Brain Research Book Study and Human Development & Brain Research Workshop	Writing Summaries Review
<b>Goal Addressed or Rationale for Providing Support for the Training</b>	Two-Day School Training for all new staff so they can teach the Core Knowledge Curriculum, Expository and Narrative Writing, Bully Proofing, Character Education, Class Meetings	Four-Day District Training in Writing – Enhance Writing Techniques and Knowledge	Two-Day School Training in Writing Constructed Responses in Math – Improve Math Writing Scores	Classroom Strategies and Techniques based on the Latest Brain Research	Staff Meeting – Review Writing Summaries with staff
<b>Staff Members involved. (Please indicate whether</b>	4-Certified 2- Classified	15- Certified Staff	30-Certified 3 - Classified	24-Certified 0-Classified	30-Certified 3 - Classified

participants are administrative, certified, classified or other.)		2- Classified Staff			
Timeline	July 30 and 31, 2007	August 6, 7, 8, and 9, 2007	October 9 and 10, 2007	November 2007	November 2007
Evaluation Method	Ability to Implement Curriculum - Observation by Principal and Instructional Coach	Ability to implement writing knowledge – Observation by Principal and Instructional Coach	Students understand writing expectations and can use the Math Rubric to analyze their writing.	The staff can share strategies to support brain research. The knowledge of brain research will be enhanced through the work with a consultant who has expertise in brain research.	Students will score higher on CSAP in the area of summarization
Cost and Source of Funds	\$2,553.00 – Staff Development	\$850.00 – Staff Development	\$1,500.00 – Staff Development	\$660.00 for Books and \$700.00 for Consultant Fees - \$1360.00 – Curriculum Budget	No Cost
Implementation Plan	Develop Staff Handbooks and Resource Materials  Train for two Days  Implement Curriiculum	Staff Selects Writing Classes  Staff Attends Summer Writing Institute  Staff Implement Strategies and Techniques Learning in the Classroom	Greg Denman Trains Staff and Students  Students and Staff Implement Strategies and Techniques with Constructed Math Responses  Improved CSAP Math Scores	Purchase Books  Read Books  Hear Consultant And Share Brain Research Strategies  Implement Brain Research Strategies in Classroom	Review plan during the December 2007 staff meeting

## SECTION VI SAFE SCHOOL PLAN

**Briefly describe your safe and drug free school plan. Include activities, programming and curriculum used for violence prevention/bully proofing as well as prevention of alcohol, tobacco and other drug use. Respond to those that apply.**

<p><b>Curriculum</b> (Title, # of lessons taught, number of instructional minutes, grade level used)</p>	<ul style="list-style-type: none"> <li>● “Bully Proofing Your School” – Second Edition – K-5 Teachers are Required to Teach Five Lessons Based on the Zach Elementary Bully Proofing Grade Level Curriculum – 300 Minutes Per Year</li> <li>● “Character Counts ” Character Education Program, K-5 Teachers are Required to Teach Six Lessons on Six Pillars and Reinforce the Six Pillars Throughout the School Year – 360 Minutes Per Year</li> <li>● Class Meetings –K-5 Teachers are Required to Hold in their Classrooms Weekly or Biweekly-Minimum of 540 minutes Per Year</li> </ul>
<p><b>Internal Communication</b> (Strategy in place for communicating with staff in case of an incident)</p>	<ul style="list-style-type: none"> <li>● All Staff Meeting</li> <li>● Contact by Phone from Home</li> <li>● Support from Counselor</li> <li>● Nextel Phones</li> <li>● Intercom</li> </ul>
<p><b>Culture/Climate</b> (School-wide efforts to positively impact the culture of your school and increase levels of school connectedness)</p>	<ul style="list-style-type: none"> <li>● School Wide Behavior Plan</li> <li>● New Staff Training in August</li> <li>● Staff Meetings and Celebrations</li> <li>● Staff Collaboration Days</li> <li>● School Newsletters</li> <li>● Emails</li> </ul>
<p><b>Student Assistance Service</b> (Role EAS, Threat Assessment Specialist, SRO? Play in building)</p>	<ul style="list-style-type: none"> <li>● Full Time Counselor</li> <li>● SRO Contacted When Needed</li> <li>● Threat Assessment Contact As</li> </ul>

	Needed
<p><b>Physical Plant</b> (Revisions/additions to building to increase safety, i.e. cameras, speed bumps, lighting etc...)</p>	<ul style="list-style-type: none"> <li>• Four Fire Drills Per Year</li> <li>• One Lock Down Practice – Fall</li> <li>• One Tornado Drill – Fall</li> <li>• One Emergency Evaluation Practice – Fall</li> <li>• School is Always Locked-All Visitors Must Enter School from Front Office</li> <li>• Parent Pick-up, Drop-Off, Bus Loading and Unloading is Monitored by Staff and Parents</li> <li>• All Staff Wear Orange Vests When on Duty Outside</li> <li>• Cameras at Three Entrances of Building</li> <li>• Building Alarm System</li> <li>• All Staff Wear School Keys to Get in And Out of the School Building</li> </ul>
<p><b>Community/Neighborhood Safety</b> (Outreach efforts directed at parents and other community members to assist school safety issues)</p>	<ul style="list-style-type: none"> <li>• Volunteers Help with Parent Pick-up and Drop-Off Lane</li> <li>• Parents are Expected to Enter Through the Office, Check Themselves In and Out, and Wear a Visitor or Volunteer Identification</li> <li>• Information to Help with Safety is Distributed in Newsletter:             <ol style="list-style-type: none"> <li>1. No Dogs Allowed on Site During School</li> <li>2. Pick-up and Drop-off Plan</li> <li>3. Dates of Drills</li> </ol> </li> </ul>
<p><b>Other</b></p>	

**SECTION VII  
RESOURCE ALLOCATION**

Provide an accounting of additional resource dollars (outside of district site allocations) used in the 2006-2007 school year to address goals and building needs including but not limited to grants (such as, Bohemian Grants, Daniels Grant, Read-To-Achieve, PTO Funds, etc.). If you are a school Accredited with Support, those resources are addressed in the next section.

<b>Resource</b> (Read-To-Achieve, Daniels ...)	<b>Goal Addressed</b> (Reading, Writing, Math, Other)	<b>Dollar Amount</b>	<b>Utilization</b> (Staffing, Materials, Trainings...)
<b>Bohemian Grants</b>	<b>History and Science at Different Grade Levels</b>	<b>Unknown</b>	<b>Field Trips</b>
<b>“The Pledge” Program Sponsored by the Zach Elementary PTO</b>	<b>Reading, Writing, Math, History, and Science</b>	<b>(\$500.00 Per Teacher)</b>	<b>Purchase Additional Classroom Resources to Support Reading, Writing, Math, History, and Science</b>

**SECTION IX**

**ELEMENTARY ACCREDITATION RESULTS  
YEAR: 2006-2007**

**This section informs the community of the many awards, activities and accomplishments of students and staff.**

- For the fifth year in a row, Zach Elementary has earned a school rating of “Excellent” on SAR (State Accountability Report produced by the Colorado Department of Education. The report primarily focuses on student performance from the Colorado Student Assessment Program (CSAP Tests). Zach Elementary was one of 15 schools who had an “Excellent” rating in Poudre School District.
- New Staff Development:
  - Core Knowledge
  - Bully Proofing
  - Class Meetings
  - Character Counts Character Education
  - Narrative Writing
  - Expository Writing
  - “Everyday Math”
  - Shurlee Grammar
- New Teacher’s Support Group – All new staff had monthly support group meetings with seasoned Zach Elementary teachers.

- Zach Elementary contracted with the Knowledge Learning Corporation for a before and after school childcare program, “Champions”.

- Enrichment Classes Offered

Before School Spanish-Kindergarten through Fifth Grade: 94 Students Participated

Chess Club -Third through Fifth Grade: 25 Students Participated

Art Enrichment:

An average of 30% of eligible students are involved in art enrichment programs!

Third Grade – 38 Students Participants (38% of grade level enrollment)

Fourth Grade –25 Students Participants (29% of grade level enrollment)

Fifth Grade/ Sixth Grade – 21 Participants (26% of grade level enrollment)

Choir:

Second and Third Grade (Gold Choir) -40 Students Participated

Fourth and Fifth Grade (Green Choir) – 40 Students Participated

Book Bowl:

Third Grade Students- 103

Fourth Grade Students -78

Lego Robotics: 24 Students

One of our Lego Robotics teams scored 2<sup>nd</sup> overall at the district tournament. This was a huge accomplishment as there were 80 teams competing. All of our teams placed in the top 10! (2<sup>nd</sup>, 8<sup>th</sup>, and 10<sup>th</sup>)

Student Council: All Fifth Grade Students

- Special Needs Programs:

Resource Program (K-5)

Moderate Needs (K-5)

Literacy Lab (K-5)

Gifted/Talented Reading (5)

- Specials Programs:

Media

Technology

P.E.

Music

Art

- PTO Sponsored Events/Activities

“The Pledge” Annual Fund Raiser

Community Dance

Spirit Wear

Individual Student School Pictures

Original Works  
Barnes and Noble Bookfair  
Special Assemblies for Students  
Student Directory  
Scholastic Book Fair

- Student Council Events/Activities
  - Homecoming Parade Entry
  - “Caring Kids” Canned Food Drive for the Needy
  - Dress Up Days
  - 5<sup>th</sup> Grade Community Service Project
- Site-Based Decision-Making Team Focus
  - Accreditation Report
  - District Advisory Board Information
  - Staffing for 2007-2008 School Year
- Collaboration Day Focus
  1. Analysis of School Data and Goal Setting
  2. Collaboration with other Core Knowledge Schools
  3. School Science Improvement Plan
  4. Grade Level Unit Development
- Having a Parent Volunteer Traffic Committee continues to be such a support with the “Kiss and Go Lane” at the front of the school to improve the movement of traffic and provide a safe way for students to be picked up from school.
- Girls Scout Troop 304 collected 118 coats for children, men, and women. They were distributed by the Open Door Mission of Fort Collins to the homeless and others in need.
- Zach Elementary earned the “Energy Star” for 2006 for demonstrating superior energy performance.
- Mrs. Johnson, Music Teacher, prepared grade level evening music performances for kindergarten, first, third, and fifth grades.
- Students enjoyed a pajama day at Zach Elementary in appreciation of their coin drive efforts to help out needy families during the holidays, provided funds to support the development of the Inspiration Playground.
- School Wide Parties:
  - Halloween Costume Parade and Parties
  - Winter Party
  - Valentine Party
- The 4<sup>th</sup> grade students had the opportunity to see the Fort Collins Symphony Orchestra perform.
- The school continued the School Wide Behavior Program. The four rules of concentration were respect, language, safety, and walking quietly in the hallway. Students who received tickets during the week for

outstanding behavior put their tickets in a weekly drawing for “Cold Stone” and “Inta Juice” coupons and their names were printed in the newsletter.

- The fifth grade staff and students promoted and supported a school-wide recycling program.
- Mr. Uhrich sponsored the first ever “PE Central Challenge” for fourth grade students and the parents.
- Thirty-two fourth and fifth students participated in the Zach Elementary Spelling Bee. We were proud to have a student qualify for the Poudre School District Oral Spelling Bee.
- The Zach Elementary staff showed their appreciation for the many volunteers at Zach Elementary by hosting a Volunteer Café at the school with special drinks and treats for one week.
- Through grant dollars from The Colorado Council of the Arts, The Bohemian Foundation, and the SCFD, the school was able to have Swallow Hill present two performances of “Music from Around the World”.
- The PTO sponsored Imagination Makers Theater Company’s performance of “A New Country” and “Stand Up Math” Assemblies for all students.
- The fifth grade service project involved helping with a library book drive for an elementary school in Guatemala. The school, Colegia Liceo Christino Sinai Escuela is located in Santa Cruz. The school is located in an improvised mountain area, and has very limited resources (no library!). There were over 80 books in Spanish that were bought by Zach parents and donated to the school.
- There were many talented students who participated in the Zach Elementary First through Fifth Grade Talent Show.
- The Gold Choir had the wonderful opportunity of singing at the Poudre School District Honor Choir Concert at the Lincoln Center.
- Gold and Green choirs performed at the Foothills Fashion Mall during the holiday season.
- The Green Choir sang the National Anthem at a CSU Men’s Basketball Game in February 2007.
- This year Angie Brown, Art Teacher, had the school’s first ever art show featuring second grade students.
- The Museum of Contemporary Art (MOCA) exhibited this Years *PSD Designs & Images Art Show*. Angie Brown, the Art Teacher, displayed several students’ work.
- Five students had their work on display at the Lincoln Center Art Show this year.
- Zach Elementary students enjoyed the field days planned for them by Mr. Uhrich, the P.E. Teacher.
- Sharalyn Hansen and Lynda Smart have used the money received from our boxtop collection to purchase literacy books at a cost of \$871.40 for the Literacy Lab.

- Through the school's fundraiser, "The Pledge", every teacher received a classroom grant of \$500.00.
- We had forty-four students who received \$10.00 gift certificates from Barnes and Noble for their participation in the Rotary Read Program.
- All third grade students were so excited to receive personal dictionaries from the Rotary Read Breakfast Club.
- Eighteen students were accelerated for math during the 2006-2007 school year.
- Our fourth grade students took the NAEP Testing (National Assessment of Education Progress) this year. The NAEP is given by the U.S. Department of Education and tells us what American students know and can do in key subject areas. It is the only ongoing nationally representative assessment that provides this valuable information. The results are published in a report called *The Nation's Report Card*.
- Eighty-one fifth grade students graduated from Zach Elementary this year.

## **SECTION X ADDITIONAL COMMENTS**

**Please provide any additional information necessary for the Accreditation Review Team to fully understand the results in content ar**

## **EVALUATION**

Please complete the Elementary Accreditation Notebook Evaluation using the following link. Send completed evaluation to Mary Dougal at [mdougal@psdschools.org](mailto:mdougal@psdschools.org).

To use this link, press Ctrl + Click: