

**Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11
Final Report**

Organization Code: 0480 District Name: BOULDER VALLEY RE 2 School Code: 3882 School Name: HEATHERWOOD ELEMENTARY SCHOOL (E) Comparison based on: 3 Year

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes. The columns highlighted in **Yellow** define the plan comparison as either 1 Year or 3 Year.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years	E	Overall
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	91.6%	88.7%	Exceeds	Exceeds
		Math	70.9%	70.1%	86.4%	84.7%	Meets	
		Writing	53.5%	54.8%	78.1%	76.2%	Meets	
		Science	47.5%	45.4%	73.5%	73.3%	Exceeds	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 12			Overall % of targets met by School: 100.0%		Reading	YES
						Math	YES	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing Expectation: If school met adequate growth: then median SGP is at or above 45 If school did not meet adequate growth: then median SGP is at or above 55		Median Adequate SGP	Median SGP			E	Overall
		Reading	13	45/55	Median SGP: 41	Approaching	Approaching	
		Math	27	45/55	Median SGP: 41	Approaching		
		Writing	23	45/55	Median SGP: 42	Approaching		

*To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

**To see your school's detailed AYP report (includes school results by content area, subgroup and school level, go to: www.schoolview.org/SchoolPerformance/index.asp)

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations		09-10 School Results		Expectations Met?	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each subgroup.		E	Overall
						Approaching	Approaching
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A	
	Dropout Rate Expectation: At or below State average	1-year 3.6%	3-years 3.9%	1-year N/A	3-years N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year 20	3-years 20.1	1-year N/A	3-years N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Performance	The school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not identified for Improvement under Title I.

Most schools in the Boulder Valley School District were not required to submit the new Unified Planning Template in April, 2011, and elected instead to use previously established planning forms referred to as TIES: Tools of Inquiry for Equitable Schools. The following crosswalk table provides an indication of which sections of the TIES planning forms correspond to and meet or exceed requirements of the Unified Planning Template. TIES Improvement strategies indicated for the 2010-2011 school year are expected to be carried forward into the 2011-2012 school year, at which time a new planning cycle begins. Unless otherwise indicated, numerical TIES goals for the 2011-2012 school year would exceed 2010-11 goals by an amount equal to the amount of gain required to make 2010-11 goals. Persons with questions about these forms are invited to contact the Boulder Valley School District Planning and Assessment Office, 720-561-5147.

A Crosswalk between TIES and the CDE Unified Planning Template

June, 2010

Draft Unified Planning Template	TIES Data-based Inquiry	What's New or Added
Section I: Summary Information about the School	Goals set in three areas: Achievement, Equity, and Climate Elementary schools chose CSAP content area for focus; departmental focus at secondary level.	Data will arrive by mid-August for your school with pre-populated data in all CSAP content for 4 focus areas: Academic Achievement, Academic Growth, Academic Growth Gaps, Post Secondary Readiness (HS); Minimum requirements & expectations set by federal and state
Accountability Status and Requirements for Improvement Plan	All schools create plans based on data identified by staff and parents (accountability defined at school level)	All schools will use the unified template in 2011-12; Title I schools will use the Unified Template in 2010-11. CDE's formula will identify the recommended plan type: Performance Plan, Improvement Plan, Priority Plan or Turnaround Plan
Section II: Improvement	Title Schools submit both	Title Schools submit the

Plan Information	TIES and Title Plan	identified Unified Plan as the one and only plan
Section III: Narrative on Data Analysis and Root Cause Identification		
<ul style="list-style-type: none"> Step One: Gather and Organize Relevant Data Schools include 3 years of data to conduct trend analysis 	Data provided by BVSD; Considering all data sources, school identifies patterns and trends over time	<p>Some data pre-populated by state; schools identify additional data</p> <p>Minimum requirements and expectations are set by federal and state for Achievement, Academic Growth, Academic Growth Gaps, Post Secondary Readiness (HS)</p>
<ul style="list-style-type: none"> Step 2: Analyze Trends in the Data and Identify Priority Needs; Identify observations of strengths and identify areas of need <p>Prioritize the needs of the school</p>	<p>Inquiry 1: Assessing our Current Reality Statements and Evidence Patterns to Celebrate Patterns that Represent Challenges Prioritize your Challenges considering the following criteria: Control, Impact, Trend, Scope, Urgency, Priority, Practicality, Big Picture Identify Priority Challenge Pattern in Your Data</p>	<p>Each of the key performance indicators should be considered; state will identify areas to be addressed where targets have not been met</p> <p>Work from Inquiry 1 will be documented in the CDE Data Analysis Worksheet</p>
<ul style="list-style-type: none"> Step 3: Root Cause Analysis A cause is a “root cause” 	<p>Inquiry 2: Why Are We Getting these Results? What are the high leverage problems causing your challenge pattern to exist? (Root Cause Analysis)</p>	<p>Work from Inquiry 2 will be documented in the CDE Data Analysis Worksheet</p> <p>Schools must address the performance indicators for the targets that were not met for accountability purposes.</p>
<ul style="list-style-type: none"> Step 4: Create the Data Narrative 		Data, trends and root causes are addressed in Data Narrative for School (not more than 5 pages)
<p>Section IV: Action Plan(s) School Goals Worksheet Targets with interim measures and major improvement strategies are identified</p>	<p>Inquiry 3: Theory of Action to Address our High Leverage Problem Inquiry 4: Setting SMART Goals in the areas of Achievement, Equity and Climate</p>	<p>Work from Inquiry 3 will be documented in the School Goals Worksheet under Major Improvement Strategies</p> <p>Measurable targets from Inquiry 4 will be</p>

		<p>documented in the School Goals Worksheet</p> <p>All schools are encouraged to set Annual Targets for all performance indicators and identify interim measures</p>
<p>Action Planning Worksheet Provide key action strategies, timeline, key personnel, resources, and implementation benchmarks</p>	<p>Inquiry 5: Taking Action Intervention Strategies, PD, Timeline, Who is responsible, Resources, Evidence</p>	<p>Implementation Benchmarks (Evidence to demonstrate success in the short, mid and long term)</p> <p>Work from Inquiry 5 will be documented in the Action Planning Worksheet</p>
<p>Space for 3 Major Improvement Strategies; may add more</p>	<p>Encouraged to develop strategies in Inquiry 3 to address classroom, school organization/design, community partnerships</p>	

Prior Years' Results

These are your school improvement goals for the past three years. The results are shown with a rating for attainment of your school's Equity, Achievement and Climate goals.

For 2007-08: (*) = exceeded goal (+) = met goal (□) = no change (-) = did not meet goal

For 2008-09 & 2009-10: (*) = exceeded goal (+) = met goal (□) = progress, goal not met (-) = no progress

SMART Goals	2007-08		2008-09		2009-10												
Equity	<p>To increase the CSAP W.I. scores for students receiving special education services in reading from 74 to 77, math from 79 to 81 and in writing from 67 to 70</p> <p>Forty-four percent of the students receiving special education services who were partially proficient or unsatisfactory also received meal assistance. Legally, we are unable to identify and inform teachers of students on meal assistance. Our goal is to increase the achievement of meal assistance students through intervention strategies for students with special needs and by decreasing the number of students partially proficient or unsatisfactory on CSAP.</p>	- - +	<p>Heatherwood teachers and support staff will increase the results as evidenced by the Colorado Growth Model of fourth and fifth graders in reading, writing and math on CSAP of our students in special education and on meal assistance:</p> <p style="text-align: center;">Special Education</p> <p>Reading 23.5 to 37.7 Writing 23 to 35 Math 8.5 to 19.5</p> <p style="text-align: center;">Meal Assistance</p> <p>24.5 to 40.5 17.5 to 26.5 13.5 to 22.5</p> <p>(increases are based on the standard error of 2008 results)</p>	* □ * + □ -	<p>Heatherwood teachers and support staff will improve CSAP results as evidence by the Colorado Growth Model of 4th and 5th graders in writing for SPED and MA as well as in Math for TAG and MA to the district average in 2009.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Sped</th> <th>MA</th> <th>TAG</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>28.5 (+/- 24) to 40 (+/-5)</td> <td>21 to 51 (+/-7)</td> <td></td> </tr> <tr> <td>Math</td> <td></td> <td>14.5 to 40 (+/-7)</td> <td>31.5 (+/-5.9) to 69 (+/-7)</td> </tr> </tbody> </table>		Sped	MA	TAG	Writing	28.5 (+/- 24) to 40 (+/-5)	21 to 51 (+/-7)		Math		14.5 to 40 (+/-7)	31.5 (+/-5.9) to 69 (+/-7)
	Sped	MA	TAG														
Writing	28.5 (+/- 24) to 40 (+/-5)	21 to 51 (+/-7)															
Math		14.5 to 40 (+/-7)	31.5 (+/-5.9) to 69 (+/-7)														

<p>Achievement</p>	<p>To improve the boys WI score in writing from 94 to 96 on the '08 CSAP</p> <p>*To identify one “best practices” that has successfully decreased the gender gap in writing by the end of the '07-'08 school year and implement this practice in the '08-'09 school year</p> <p>*To decrease the overall percentage of partially proficient and below students in writing from 23% to 18% on the '08 CSAP</p>	<p>-</p> <p>-</p>	<p>Heatherwood teachers and support staff will increase the results as evidenced by the Colorado Growth Model of fourth and fifth graders in writing from the 36 percentile to the district average of 54.</p>	<p><input type="checkbox"/> Writing: Based on the Colorado Growth Model, Heatherwood students overall median growth score writing score will increase from 48 (+/- 4.4) to 56 (+/-4) the 2009 BVSD median growth score.</p> <p>Math: Overall median growth scores will increase from 39 (+/-5.5) to 53 (+/-5) – the 2009 BVSD median growth score.</p> <p>Math: Fifth grade median growth scores in 2010 will increase from 13 (+/-3) as 4th graders in 2009 to 63 (+/-5) (the 2009 BVSD 5th grade median growth score)</p> <p>Math: Fourth grade median growth score in 2010 will meet or exceed the BVSD median growth score +/- the growth score standard deviation.</p>	
<p>Climate</p>	<p>Students, staff, and community members will educate and empower the bystander in bullying situations which will result in an increase of positive responses to questions #17- Adults help if they see someone being bullied, #28- At school I have not heard students threaten to hurt someone or take their things, and #35- Other students help if they see someone being bullied or picked on - on the district student climate survey in spring 2008. Question #17 will increase from 38% to 48% in the spring 2008 survey. Question #28 will increase from 50% to at least 55% in the spring 2008 survey. Question #35 will increase from 49% to 59% in the spring 2008 survey.</p>	<p>+</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>To increase the positive results on question #17, Adults help if they see someone being bullied, to the district average of 65 percentage points – In comparison to the district results in 2007, Heatherwood’s results were 24 percentage points below the district average.</p>	<p><input type="checkbox"/> To positively increase the score on the 2010 BVSD Climate Survey Question 17 (“adults will help if they see someone being bullied”) to 55 percent (District average 2009 of 69 percent compared to Heatherwood score 49 percent)</p>	

Inquiry 1 - Assessing Current Reality
Prioritizing Challenges in our Data for Equity (E), Achievement (A), and Climate (C)
From your School Performance Frameworks

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

Our Priority Challenge in Equity:

Heatherwood students on meal assistance are not growing at a similar pace to their academic peers across the district. We will continue to focus on the performance of students who qualify for Meal Assistance at our school. This is a continuation of our equity goal from the 2009-10 school year. Students in grades three, four and five are significantly below the district median growth score in mathematics on the Colorado State Assessment Program.

Meal assistance students score significantly lower than overall students in math.

	<u>2008</u>	<u>2009</u>	<u>2010</u>
	24.5 / 32.0	14.5 / 52.0	23.0 / 40.5

Our Priority Challenge in Achievement:

Over-all reading scores of Heatherwood students in grades three, four and five based on growth data are less than the District Median Growth scores.

Overall reading scores are not consistent over time

	<u>2008</u>	<u>2009</u>	<u>2010</u>
	32.0	52.0	44.5
Girls	31.0	56.0	38.0

Our Priority Challenge in Climate:

Student's responses on the BVSD Climate Survey report a lack of support from adults at Heatherwood and students are not comfortable dealing with bullies. Students' challenges are: being called hurtful names and made fun of, reluctant to involve adults when seeing bullying and a decreased feeling of support from adults as students get older.

Published Inquiry 2

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

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

The high leverage problem(s) (Root Cause) we are going to work on for Equity is:
Inadequate common knowledge across grade levels of assessment data on meal assistance student performance and intervention strategies to move meal assistant students to the next level.
We have selected this problem because:
We need to become familiar with the Advantage Math assessment and use it to focus instruction for small intervention groups and communicate the results to classroom teachers

The high leverage problem(s) (Root Cause) we are going to work on for Achievement is:
Our instructional organization is not effectively using all current reading data to drive instruction for all students throughout the school year.
We have selected this problem because:
We do not currently have time built into our schedule to analyze student assessments and articulate/share teacher practices. We do not have an entire school framework reading program that will create common language and unified instruction. We are not proficient with DRA 2 and using assessment results to provide instruction – need school wide articulation and efficient unified language instruction.

The high leverage problem(s) (Root Cause) we are going to work on for Climate is:
Students do not feel confident dealing with bully situations. There is a lack of a K-5 direct instruction of Bully Proofing/Bystander strategy lessons from all staff, paraeducators and bus drivers
We have selected this problem because:
Student responses about bullying behavior are still lower than the district average. We have made positive gains with our Positive Behavior Support Program matrix which informs students of consistent rules but does not provide specific strategies to deal with normal peer conflict vs. bullying.

Inquiry 3 – Theory of Action (Major Strategy): Equity

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

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

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom</p> <p>If we assess struggling K-5 students using the full battery of Advantage Math tests</p>	<p>Then we will prioritize student needs based on these assessments</p>	<p>And be able to target instruction and differentiate for specific learning needs (Thompson, Carol <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>)</p>
<p>School Organization/ Design</p> <p>If we utilize Advantage Math trained staff to assess struggling students</p>	<p>Then data driven assessment will effectively communicate students’ needs to classroom teachers</p>	<p>And we will be able to differentiate our instruction for our math students and reduce the achievement gap (Tileston & Darling 2008 <i>Why Culture Counts Teaching Children of Poverty</i>)</p>
<p>Parent and Community Partnerships</p> <p>If we utilize parent math volunteers organized by PTO</p> <p>If we send math strategies home and track student homework</p>	<p>Then teachers will be able to differentiate math instruction and “double dip” our struggling math students</p> <p>Then parents will be able to support their children at home</p>	<p>And more effective and targeted instruction will result in increased achievement and a lessening of “the gap” And student performance in math will increase (Schmoker, Mike 2006. <i>Results Now - How We Can Achieve Unprecedented Improvements In Teaching and Learning.</i>)</p>

Inquiry 3 - Theory of Action (Major Strategy): Achievement

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

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom If we confer with students about reading and regularly monitor student progress</p>	<p>Then we will have targeted-laser focus on what to teach and what students’ need to gain instructionally</p>	<p>And students’ confidence in their reading will increase along with teachers’ instructional intervention practices and increased reading scores (Marzano, R. 2001 Classroom Instruction That Works Researched – Based Strategies for Increasing Student Achievement – Feedback)</p>
<p>School Organization/ Design If we explore the use of common resources such as “Literacy Café” and “Daily 5” and have time for teacher modeling and observations</p>	<p>Then there will be more articulation and more support for struggling students</p>	<p>And scores will improve for all students in reading do to a consistent management system in reading across all grade levels (Marzano, Robert 2003, What Works in Schools <i>Translating Research into Action</i>)</p>
<p>Parent and Community Partnerships If a parent driven reading program (club) is developed with a focus on struggling readers via teacher recommendations</p>	<p>Then targeted students will receive additional instructional support as encouragement and motivation</p>	<p>And students scores will improve (Marzano, R. 2001 Classroom Instruction That Works Researched – Based Strategies for Increasing Student Achievement – Chapter 5 Homework and Practice)</p>

Inquiry 3 - Theory of Action (Major Strategy): Climate

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

The Theory of Action will be your starting point for crafting transformational strategies (major strategy) Inquiry 5.

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom</p> <p>If we implement the Buddies Don’t Bully program using the Bully proofing strategies</p>	<p>Then the message is spread K-5 and teachers will role-model and problem solve bullying situations with their classes</p>	<p>And a common language and strategies to deal with bullies is created school-wide</p>
<p>School Organization/ Design</p> <p>If we update resources and distribute information lessons to classroom teachers and paraeducators</p>	<p>Then we can implement lessons during buddy/ cross grade instructional time</p>	<p>And a K-5 consistency for dealing with bullying will be achieved and promote easier teacher by-in (Response to Intervention (RTI) A Practitioner’s Guide To Implementation)</p>
<p>Parent and Community Partnerships</p> <p>If we involve the parents of “repeat offenders” and educate the “victim’s” parents on bully-proofing strategies</p>	<p>Then consistent communication will occur on the consequences for bullying and parents can support their children on how to deal with bullies</p>	<p>And positive responses on the Student Climate Survey will result on questions about how to deal with bullying behavior</p>

**Inquiry 4 - Set SMART Goals:
Equity (E), Achievement (A) and Climate (C)**

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

SMART Goal for Equity:

The CSAP math performance of Heatherwood meal assistance students in grades three, four and five will increase from a growth score of 23.0 in 2010 to the district median growth score of 45.0 (2010) in the 2011 school year.

SMART Goal for Achievement:

To increase Heatherwood Elementary third, fourth and fifth grade reading overall median growth scores from 44.5 in 2010 to the district median growth score of 52.0 (2010) with particular emphasis on raising girls' results from 38.0 in 2010 to the district median growth score of 53.0 (2010) in the 2011 school year.

SMART Goal for Climate:

To increase student positive responses to 70 percent or above on questions number 32, "I feel comfortable dealing with bullies" and 35, "Other students help if they see someone being bullies" on the student survey.

Inquiry 5: Taking Action

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

School Improvement Plan (SIP)

School Name: Heatherwood Elementary **Date:** September 2010 **When was the plan originally developed?** 2010

School SMART Goals:

Equity (E): The CSAP math performance of Heatherwood meal assistance students in grades three, four and five will increase from a growth score of 23.0 in 2010 to the district median growth score of 45.0 (2010) in the 2011 school year.

Achievement (A): To increase Heatherwood Elementary third, fourth and fifth grade CSAP reading overall median growth scores from 44.5 in 2010 to the district median growth score of 52.0 (2010) with particular emphasis on raising girls’ results from 38.0 in 2010 to the district median growth score of 53.0 (2010) in the 2011 school year.

Climate (C): To increase student positive responses to 70 percent or above on questions number 32, “I feel comfortable dealing with bullies” and 35, “Other students help if they see someone being bullies” on the student survey.

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

Transformational Strategies (2-4) Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	Professional Development (I³) Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	Timeline Planning cycle for continuous improvement	Person Responsible	Resources	Evidence of Progress Evidence includes multiple measures at multiple times during the school year
Read and Articulate “Literacy Café” and “Daily 5” reading management programs K-5	A	Staff Book Study: 10 minutes during staff meeting for discussion of chapters	1 st trimester	Principal/teachers	Order books	Word analysis/CSAP and DRA 2 scores

Intermediate teachers schedule two observations of “mentor primary teachers” of “Daily 5” and “ Literacy Café”	A	Buddy pair teachers primary and intermediate/sign up for peer observations of best practice in reading management	By 2 nd trimester	Teachers and primary teachers to post sign-up	Coverage for teachers to observe their peers	Implementation of reading program strategies in K-5 classes
Implement at least two of the five “Daily 5” strategies in the classroom	A	Implement strategies in order to better target instruction to the needs of the students	By 3 rd trimester	Teachers	“Daily 5”	Teachers will implement two of the five strategies and meet at least three times a week with struggling readers
Create a data wall with visual representation of student progress on the DRA 2 assessment	A	Staff meeting time to work in grade level teams to complete student cards	By end of October	Teachers and literacy teacher	Color cards and charts	Monitor progress of students’ reading growth over time
Grade level teams and literacy/interventionists meet during 45 minute planning block of time to discuss student progress in reading Intervention blocks provided for students who need extra support	A	Teachers use 45 minute grade level planning blocks of time two times a week to discuss student progress in reading	2010-2011 school year	Teachers and interventionists	Planning time and reading assessment data – formative and summative	Monitor progress of students’ reading growth over time
K-5 Teachers will use district math screener to gather baseline data	E	Staff mtg. collaboration to review & analyze data in grade levels	By end of October	Principal & Teachers	District Math Coaches/ instructors	Ongoing Assessment/anecdotal records/small targeted and flexible groups
4th & 5th Teachers will use spring CSAP data to gather baseline data	E	Staff mtg. collaboration to review & analyze data in grade levels	By end of October	Principal & Teachers	District Math Coaches/ instructors	Ongoing Assessment/anecdotal records/small targeted and flexible groups
K-2/ 3-5 Teachers will use the Galileo data analysis program to look at baseline data & new K-2 assessments	E	Staff mtg. collaboration to review & analyze data in grade levels	By end of October	Principal & Teachers	District Math Coaches/ instructors	Ongoing Assessment/anecdotal records/small targeted and flexible groups

Utilize PTO generated list of math parent volunteers to support math differentiation for all students	E	Use data analysis to inform groups for instruction	By end of October	Principal/teachers	Volunteers/PTO and district coaches	Ongoing Assessment - small targeted and flexible groups Number of sessions with parent volunteers
Principal working w/ paraeducators on bully-proofing strategies and listening skills for greater attention to student's needs Teacher s role play situations with their classes	C	Bully Proofing Your School strategies taught in the classroom and teacher given specific scenarios to role-play with children based on topic of the week	By Dec. 1st	Principal	Bully Proofing Handbook/Program	Paras & Teachers responding constantly to bullying Student Climate Survey
K-5 "Buddies Don't Bully" Assembly Kickoff	C	Continue to send the message school-wide that bullying is not tolerated	By Dec. 1st	Staff	Bully Proofing Handbook/Program	Staff Feedback Student Climate Survey
"Buddies Don't Bully" Lessons	C	Bully Proofing Your School strategies taught in the classroom and teacher given specific scenarios to role-play with children based on topic of the week	2010-2011 School Year	Staff	Bully-Proofing Handbook/Program	Questions #32 and 35 increase on the Student Climate Survey
School Psychologist (K-2) and Principal (3-5) teach bully proofing lessons in classroom setting	C	Bully proofing and Peace place strategies	2010-2011 School Year	Psychologist and Principal	Bully-Proofing Handbook/Program	Staff feed-back and Student Climate Survey

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

Family Engagement Report

School: Heatherwood Elementary

Principal: Larry Orobona

Heatherwood Elementary encourages parents to participate in the School Accountability Process. The recruitment strategies to elicit parent participation by our SAC include newsletter articles published in the Husky Highlights, presentations of the TIES process and the SAC accountability goals at both primary and intermediate Parent Information Nights, SAC sign up posters at Back to School Nights and Assessment Days, personal contact and calls by the principal to invite underrepresented populations to our SAC meetings and teacher recommendation of parents to SAC.

The Heatherwood School Accountability Committee provides parents with an overview of the SAC process. SAC works with the Tools of Inquiry for Equitable Schools model to write goals based on achievement, climate, and equity. The TIES model utilizes the process of Assessing current reality, Why are we getting these results?, Develop a theory or action, set SMART (specific, measurable, attainable, relevant and timely) goals and then Take action. The evening SAC meetings are a time for SAC goal teams to meet and parents to work with teachers analyzing data and creating a plan to meet our school improvement goals. We encourage many parents to take this opportunity to become involved in working together with our teachers to create a successful academic and social climate for our students.

The Heatherwood School Accountability Committee goals are supported by our wonderful Parent Teacher Organization that provides funding for our purchased personnel support which includes: additional paraeducator time for math and literacy, additional TAG paraeducator and Talented and Gifted Educational Advisor time, additional health room paraeducator support and kindergarten classroom support. We also have many parent volunteers in the classroom which help support students during literacy and math time.

Our PTO raises funds through our Impact Month donations, and they hold many events that are community builders such as: Pancake Breakfast and Bike Rodeo, Book Fair and Take Your Child to Lunch, Walk and Roll Week, Movie Night, Muffins with Moms and Doughnuts with Dads, HeatherHeatherwood, Learning Fair/Science Fair dinners and much more.

Our school newsletter, handbook and WEB site informs parents of the many ways that they can become involved and collaborate with our school staff to provide a welcoming and caring community for all of our students at Heatherwood.

TIES/SIP/Accreditation Assurance Statements

School: Heatherwood Elementary

Principal: Larry Orobona **SAC Parent Representative:** Tabitha Brown

1. Evidence of Safe, Civil Learning Environment

1. The school has a mechanism for students to report anonymously statements or conduct that worries them. yes ___no Note: The Student Climate Survey satisfies this requirement.
2. The school is working to overcome any “code of silence” that may exist in the current student culture. yes ___no
3. The school has adopted some form of a bully-prevention program (e.g., conflict mediation, character education, restorative justice). yes ___no
4. A threat assessment team is established at the school. ___yes ___no (Not applicable for elementary schools)
5. The school has an updated Emergency Response Plan on file and has sent copy to the Security Department for review. yes ___no

2. Family/Community Involvement, Accountability to the Public, Consumer & Community Satisfaction

1. Is the SAC membership representative of the diversity of the school or does the school attempt to recruit more diverse membership? yes ___no
2. Is communication with family/community addressed in the School Improvement Process? yes ___no

3. Colorado Federal Integrated Review System (C-FIRS) Assurance

1. The Customized School Report as distributed to all members of the school community complies with C-FIRS assurances. yes ___no
2. Title I Assurance and Parent Compact is referenced in the Customized Report. ___yes ___no (Title I schools Only)

4. Site Review Plan

1. A copy of recommendations from the school’s most recent on-site review is attached. yes ___no
2. The School Accountability Committee (SAC) *reviewed* the feedback, commendations and recommendations from the most recent Onsite review, if completed after October, 2007. yes ___no
3. The SAC *incorporated* the feedback, commendations and recommendations from the District Staff review and Onsite review in the school improvement plan. yes ___no
4. The school either *acted on* the recommendations *or is in process of* implementing the recommendations. yes ___no