

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 Organization goals. For years 2005-2007, a plus (+) indicates that your school met or exceeded its goal and a minus (-) indicates that the goal is still in progress. For 2007-08 and beyond, the following rating system is used:

(*) = exceeded goal (+) = met goal (□) = no change (-) = did not meet goal

SMART Goals	2005-06		2006-07		2007-08	
Equity	<p>The staff at Heatherwood Elementary will improve the achievement of male students in the area of writing over baseline and over time. The weighted index score for all male students taking the CSAP in writing will increase from a WI of 91 to a score of 96.</p> <p>Fourth and fifth grade boys will increase cohort group scores by five points more than last year's results.</p> <p>Third grade boys' WI results in 04-05 of 102 will increase by five points to a WI of 107 as fourth graders in 05-06.</p> <p>Fourth grade boys' WI results in 04-05 of 87 will increase by five points to a WI of 92 as fifth graders in 05-06.</p>	-	<p>No CSAP writing unsatisfactory for special education students</p> <p>Less than half of the SPED population will be partially proficient in CSAP writing. The other half will be proficient.</p> <p>The weighed index score on the CSAP writing assessment will go from 63 to 65 of all SPED students' grades 3-5th.</p>	-	<p>To increase the CSAP W.I. scores for students receiving special education services in reading from 74 to 77, math from 79 to 81 and in writing from 67 to 70</p> <p>Forty-four percent of the students receiving special education services who were partially proficient or unsatisfactory also received meal assistance. Legally, we are unable to identify and inform teachers of students on meal assistance. Our goal is to increase the achievement of meal assistance students through intervention strategies for students with special needs and by decreasing the number of students partially proficient or unsatisfactory on CSAP.</p>	- - +

	<p>Meal assistance students in grades three, four, and five will increase the WI score in writing of 80 in 2004-05 to 85 in 2005-06. This increase will close the gap between all students who scored a WI score of 100 in 2005.</p> <p>TAG students will increase their writing weighted index scores over time from 116 in 04-05 to 121 in 2005-06.</p>	-				
Achievement	<p>Heatherwood students in grades three, four and five will improve their achievement in writing over baseline data and over time. The weighted index score for all students in grades three, four and five taking the CSAP writing test will increase from 100 to 105 during the 2005/2006 school year. Other assessments, such as individual student writing assessments will be used to create a body of evidence to measure the growth of students.</p> <p>Eighty percent of students in their</p>	-	<p>By identifying students' needs with monthly informal assessments of students' writing and applying instructional emphasis on deficiencies, writing performance will increase for all Heatherwood students, i.e. Gender gap and TAG.</p> <p>Heatherwood's CSAP WI scores in writing will increase from 98 to 103 on the 2007 CSAP.</p>	-	<p>To improve the boys WI score in writing from 94 to 96 on the '08 CSAP</p> <p>*To identify one "best practices" that has successfully decreased the gender gap in writing by the end of the '07-'08 school year and implement this practice in the '08-'09 school year</p> <p>*To decrease the overall percentage of partially proficient and below students in writing from 23% to 18% on the '08 CSAP</p>	-

	<p>respective first through fifth grade classrooms will score a three on the spring writing assessment rubric of ideas/content, organization, voice, word choice, sentence fluency and convention (scale 1 – 4.) This is baseline data.</p> <p>Second and fourth grade students will respectively increase their percentage of meeting the end of year literacy assessments to 77% (2nd) and 70% (4th) in 2006 (ILP students in 4th grade.)</p>	+				
Climate	<p>Students and staff at Heatherwood will develop and exhibit a deeper understanding and acceptance of all individuals who comprise our school, local, national and global communities. In the area of student safety, students' responses to the following questions pertaining to bullying and student connections will increase over baseline and over time: For grades 3-5 students – # 8. I know what to</p>	<p>- #8 - #17 - #32 +#35</p>	<p>The Heatherwood staff and SIT will work to increase the positive responses on the student climate survey questions that pertain to adults at school: Adults treat me fairly (79); Adults like me (86) and Adults protect students from bullies (38) to the district averages of 76, 69 and 63 respectively on the April 2007 survey</p>	<p>+, +, -</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</p>	<p>+ - - -</p>

	<p>do about bullies, #17 Adults help if they see someone being bullied. , #32. I feel comfortable dealing with bullies”, #35. Other students help if they see someone being bullied or picked on.”</p>				<p>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>
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Inquiry 1 - Assessing Current Reality
Prioritizing Challenges in our Data for Equity (E), Achievement (A), Climate (C), and School Operations (S)

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

Our Priority Challenge in Equity:

To reduce the achievement gap evidenced by the Colorado Growth Model that exists in reading, writing and math over time between the Heatherwood special education and meal assistance students in grades 3, 4 and 5 and students in grades 3, 4, and 5 not receiving services.

Our Priority Challenge in Achievement:

The Colorado Growth Model indicates that students in grade three, four, and five score lower than the district in writing. Matched co-hort group information reports that students have a drop in performance from grades three to four and a slight rebound or remain constant in writing from fourth to fifth grade. (see attached graph on page 20)

Our Priority Challenge in Climate:

To provide a school-wide environment where students feel respected, protected and secure from students causing them to not want to go to school or to feel bullied.

Students feel listened to by adults and feel that adults are present at school to support students from bullies or to help them deal with normal peer conflicts.

Our Priority Challenge in School Operations:

Teachers, interventionists and student support staff need time to collaborate and align instruction to provide strategies for student success in both the classroom and during intervention block. Teachers need specific structured time to meet to discuss student progress during the school year.

Implementation of the Heatherwood Positive Support Program

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

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

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

- *Students in special education in grades 3, 4, and 5 decreased their math and reading weighted index score. Writing weighted index scores were within standard measure of error
- *School not connecting with families on meal assistance (i.e. conferences, ILP, SST meetings, homework assistance, etc)
- *The need for the staff to have a more in depth understanding of various socio-economic family dynamics/needs
- *The need for further support by the entire community for families in struggling socio-economic circumstances
- *Challenge of scheduling students with special needs throughout the school day to meet their needs and minimize loss of instruction in content areas
- *Need for cohesive spelling and writing program K-5
- *Need for more time spent on reading at school and home
- *Need for math intervention similar to literacy intervention

We have selected this problem because:

- *Need to pinpoint previous data and coordinate service and parent education and involvement
- *Coordinated parent involvement and coordinated services will focus our efforts on reinforcing and supporting classroom instruction and skills at home.
- *Resources available need to be strategically allocated to support students on meal assistance and receiving special education services

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

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

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

- *Writing has been a problem over time in comparison to the district results.
- *More coordinated vertical articulation between grades K-5 of writing skills, spelling skills and consistency of writing assessments
- *Test methods, rubrics, subjective nature of test
- *Lack of time focusing on writing conventions
- *We are entering our second year of the intervention block school day structure.
- *The large number of partially proficient students in writing

We have selected this problem because:

- *The average number of students impacted over time. We have 25% of student in grades 3, 4, and 5 partially proficient or below in 2007-2008.

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

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

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

- *Staff needs continued education of student background
- *Different messages at home than at school
- *Possible lack of communication of school messages to home
- *Inconsistencies between staff members
- *Not enough class time to teach toward climate goals
- *Quality vs. quantity of professional development
- *Adults are leading students to solve their own problems with strategies. Students perceive this as not helping them. (“Rescue Syndrome”).
- *Students may not know all the staff members they can go to for help.
- *We are not teaching students and parents the difference between bullying and normal peer conflict. Leads to overuse of the term “bullying.”
- *Not enough community involvement in creating a consistent message about the role of the witnesses in a bullying situation
- *Student interpretation of adult help/guidance vs. adult assistance/intervention in bullying situations
- *Student interpretation of adult help/guidance vs. adult assistance/intervention in bullying situations

We have selected this problem because:

- *We need to begin by providing consistency across all grade levels and within all adults at school.
- *Inconsistencies in language and expectations for staff, students, families and communities

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

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

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

There is not enough time to appropriately articulate content and skills in all subject areas and to discuss intervention strategies with all school support personnel.

Time to implement the school-wide Positive Behavior Support program

We have selected this problem because:

Students need coordinated efforts in strategically meeting their academic and social needs

There is a need for consistent expectations for all students, teachers and staff in the building and to be held to a high standard in initiating these expectations.

Inquiry 3 – Theory of Action: Equity

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

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:</p> <p>We coordinate our curriculum and instruction between classroom teachers and interventionists and identify common strategies in working with students in special education and on meal assistance in math, reading and writing</p>	<p>Then</p> <p>Students will receive consistent instruction of content and skills in a coordinated effort and not in isolation</p>	<p>And</p> <p>They will receive a double dose of targeted researched based instruction in the area of deficiency and understand how to integrate these skills into their classroom curriculum and instruction</p>
<p>School Organization/ Design If</p> <p>We analyze the intervention program evaluation from fall 08 to see what was working or not working in providing targeted, coordinated instruction in the intervention block</p>	<p>Then</p> <p>There will be minimal loss of instructional time and more coordination between interventionists and classroom teachers</p>	<p>And</p> <p>There will be better use of personnel resources and equal access to the regular classroom curriculum</p>
<p>Parent and Community Partnerships If</p> <p>We provide information and materials for families of students in special education and on meal assistance</p>	<p>Then</p> <p>Parents and family members can support their children in homework and reinforce skills at home</p>	<p>And</p> <p>Students will have a designated time to complete homework and support from their parents</p>

Inquiry 3 - Theory of Action: Achievement

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

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</p> <p>We incorporate the Being a Writer program and Sitton Spelling in every K-5 classroom</p>	<p>Then</p> <p>Students will develop a consistent understanding of the writing process</p>	<p>And</p> <p>Students will demonstrate positive measurable progress on their three writing assessments and the writing CSAP</p>
<p>School Organization/ Design If</p> <p>We collaborate using vertical teams to agree on a school wide writing assessment</p>	<p>Then</p> <p>Students will clearly understand expectations revolving around the writing process and spelling conventions</p>	<p>And</p> <p>Teachers will assess students writing needs in a consistent manner to communicate areas of improvement to students and other teachers</p>
<p>Parent and Community Partnerships If</p> <p>We collaborate with parents to support students writing homework – editing, sharing and conferencing</p>	<p>Then</p> <p>Students will internalize the importance and value of writing</p>	<p>And</p> <p>Writing assignments will be completed at home and improve in quality and quantity</p>

Inquiry 3 - Theory of Action: Climate

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

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

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</p> <p>We construct school-wide classroom based role play scenarios</p>	<p>Then</p> <p>Inconsistencies between staff members would be reduced</p>	<p>And</p> <p>A school wide behavior expectations would be established</p>
<p>School Organization/ Design If</p> <p>We create our Positive Behavior Support Program</p>	<p>Then</p> <p>We would have common strategies to effectively teach, reinforce and evaluate student conflicts</p>	<p>And</p> <p>This will result in the clarification of difference between bullying and normal peer conflict</p>
<p>Parent and Community Partnerships If</p> <p>We publish, promote and present our PBS plan throughout our parent community</p>	<p>Then</p> <p>It will produce further progress in peer-conflict prevention</p>	<p>And</p> <p>This will result in a uniform standard and expectation among students, staff, parents and our community</p>

Inquiry 3 - Theory of Action: School Operations

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

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</p> <p>Interventionists will provide consultation to classroom teachers on specific students’ needs</p>	<p>Then</p> <p>Coordination between classroom instruction and interventions will occur</p>	<p>And</p> <p>Students will increase achievement in their area of need by synchronized support in both the classroom, interventions and home</p>
<p>School Organization/ Design If</p> <p>Classroom teachers and interventionists will meet on a regular basis to discuss student progress</p>	<p>Then</p> <p>Instruction between the classroom and intervention block will be aligned in order to provide consistent instructional strategies for the students</p>	<p>And</p> <p>Students will have access to the general curriculum and support from several resources personnel throughout the school</p>
<p>Parent and Community Partnerships If</p> <p>If a concerted effort is made between the classroom teachers and the interventionists to inform parents</p>	<p>Then</p> <p>Parents can support their child’s learning at home</p>	<p>And</p> <p>Students will be supported at both school and home which will provide a successful home school relationship</p>

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

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

SMART Goal for Equity:

Heatherwood teachers and support staff will 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:

	Special Education	Meal Assistance
Reading	23.5 to 37.7	24.5 to 40.5
Writing	23 to 35	17.5 to 26.5
Math	8.5 to 19.5	13.5 to 22.5

(increases are based on the standard error of 2008 results)

SMART Goal for Achievement:

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.

SMART Goal for Climate:

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.

SMART Goal for School Operations:

The Heatherwood teachers and interventionists will meet twice a month to discuss intervention block students’ academic and behavioral growth over time. At these meetings, students’ assessment data will be provided and there will be discussions about transitioning students out of intervention block or placing new students in at that time.

The Heatherwood staff and community will work throughout the school year on creating a Positive Behavior Support Program.

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:** October 10, 2008 **When was the plan originally developed?** 2008-2009

School SMART Goals:

Equity (E): 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:

	Special Education	Meal Assistance
Reading	23.5 to 37.7	24.5 to 40.5
Writing	23 to 35	17.5 to 26.5
Math	8.5 to 19.5	13.5 to 22.5

(increases are based on the standard error of 2008 results)

Achievement (A): 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.

Climate (C): 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 results were 24 percentage points below the district average

School Organization (S): The Heatherwood teachers and interventionists will meet twice a month to discuss intervention block students' academic and behavioral growth over time. At these meetings, students' assessment data will be provided, and there will be discussions about transitioning students out of intervention block or placing new students in at that time.

The Heatherwood staff and community will work throughout the school year on creating a Positive Behavior Support Program.

Published Inquiry 5

If your school is making statements about each goal area on one consolidated page, mark E, A, C, or S 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 S	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
Special education teachers, interventionists (literacy teachers and additional math support personnel) and classroom teachers align instructional strategies to reinforce student learning within the classroom and during intervention blocks.	E	Interventionists and teachers need planning time to articulate instructional practices across grade levels and plan accordingly to reinforce student learning.	08-09	Teachers, SPED and Interventionists	CSAP scores, GRL scores K-2, Dist. Math assessment	Analysis of CSAP scores Use of Intervention Circles Collect informal assessments
Teachers trained in Advantage Math will assess identified students that need additional support in math and provide targeted instructional strategies for these students and information to their classroom teachers.	E	Advantage Math Training Articulation/planning time Present Adv. Math overview to full staff	08-09	Teachers, SPED and Interventionists	District math and Ad Math assessments	Unit assessments and Ad Math assessments ongoing throughout the school year
Provide meeting time for interventionists and classroom teachers to discuss individual student's needs	E	Team Planning Time	Bi-monthly Mondays 08-09	Teachers, SPED and Interventionists	Staff and In-service meeting time	Presentation of artifacts from meetings

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

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Create an afterschool math program for students that qualify for math intervention	E	Planning time for interventionist to structure supplemental curriculum	Oct. 08-May 09	Interventionist	Investigations Math, Addison Wesley Math	Unit and benchmark assessments
Initiate the Being a Writer Program in every K-5 classroom with individualized small group instruction during intervention block	A	Vertical appraisal of what each grade level is developing in writing	2008-09	Classroom teachers and Interventionists	Being a Writer Program Materials	Trimester writing samples and CSAP writing results
Initiate the Sitton Spelling program in every K-5 classroom with individualized small group instruction during intervention block	A	Vertical appraisal of what each grade level is developing in spelling and writing	2008-09	Classroom teachers and Interventionists	Sitton Spelling Materials	Writing samples and unit assessments Post test on core works Program assessments throughout the school year
Initiate the Word Journeys Assessment with Sitton Spelling	A	Teachers experienced in Word Journeys will present information on how to use the assessment in every classroom	2008-09	Classroom teachers	Word Journeys book	Sitton Assessments
Meet in grade level and vertical teams on a bi-monthly basis to design a consistent school-wide writing program	A	Articulation of best practices in writing based on research – writers’ workshop model implementation Meeting time for benchmarking student writing every trimester	Monthly	Staff	6 + 1 Traits 1 st Steps Developmental Continuum Standards-based report card	Documentation of team meetings

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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 S	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
Each classroom teacher will be responsible for facilitating a role-play scenario based on the character trait of the month.	C	Staff training sessions	Oct. – May 08-09	PBS committee	Peace for Kids Bully proofing	Discipline data Classroom grade level survey (climate survey results)
Construct a character corner in the Husky Highlights as well as our Heatherwood Website	C	Staff PBS training session time	Fall 08-09	PBS committee	National Association for School Psychologists	Parent Climate Survey
Individual CCC classroom lessons following our Bully Proofing program	C	Classroom instruction	Fall 08-09	Admin & Staff	Bully proofing resources BVSD Character trait resources	Pre and post assessments Student climate survey

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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 S	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
Construct a schedule of meeting times for classroom teachers and interventionists to discuss individual students and instructional strategies to align programming for intervention students	S	Coordination of assessments given to students during a trimester	2008-09	Classroom teachers and interventionists	Assessments, Curriculum, Standards ELRs	Documentation form for data record keeping and strategies initiated
Design the Heatherwood Positive Behavior Support Plan	S	Combine elements of the Character Traits, Bully proofing, Peace for Kids, and Creating a Caring Community together for one coherent PBS program	2008-09	PBS committee and all staff members	Character Traits, Bully proofing, Peace for Kids, And Creating a Caring Community	Students Climate Survey and Pre and Post assessments

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Heatherwood Cohorts - Writing

