

**Horizon School**  
**Continuous Improvement Plan using PDSA**

Teaching and Learning		2010-2011	Core Competencies
<b>P</b>	<b>PLAN: Identify the gap and the approach</b>		
<b>Identify the long-term SMART District goal</b> ( <i>Think: In 5 years where do we want to be as a district with this initiative?</i> ): <b>Enhance</b> the use of the Core Competencies in every classroom through the development of authentic assessments, and a focus on literacy and college/career readiness skills.			
<b>Data Analysis:</b> Analyze the question below using any data and/or information you have about current performance			
<b>What is insufficient with the current status or system?</b>			
<ul style="list-style-type: none"> <li>We have identified the Core Competencies, but not a process for implementation.</li> <li>There is not an organizational understanding of the Core Competencies (students, parents, teachers).</li> </ul>			
<b>What data points to the need to accomplish this goal?</b>			
<ul style="list-style-type: none"> <li>CWT, H.E.A.T., anecdotal, formal and summative evaluations, EPAS Assessments (Explore), monitor and evaluate classroom assessments (rubric/template used to rate assessments)</li> </ul>			
<b>What work has been accomplished already to meet this long-term goal?</b>			
<ul style="list-style-type: none"> <li>Identified Core Competencies, expectation to post CC in classroom, pockets of organizational implementation.</li> </ul>			
<b>Identify the year-long SMART School goal</b> ( <i>Think: What will be accomplished this year on this topic at my school?</i> ):			
<ul style="list-style-type: none"> <li>By June 2011, CWT, supervision/evaluation observation, and classroom assessment review data reveals 100% evidence that the CC are being intentionally implemented.</li> </ul>			
<b>D</b>	<b>DO: Develop and Implement Deployment Plan</b>		
<b>What steps will you take to reach your year-long SMART Goal?</b> This action plan is to be completed in advance of deployment			
Step	Measure /Indicator	Start & End Date	
What steps will you and your team take?	What data will be collected? How will you know step is completed?		
Incorporate core competencies into the theme	Student pledge cards, pledge card on locker, classroom pledge sheet posted, parent newsletter	September 2010	
Review and clarify core competencies with staff	Staff meeting/PLC meeting notes	Ongoing through June 2011	
Write core competencies in kid language	Kid friendly core competencies completed	September 2010	
High school students inform students about core competencies in connection with what they do in high school	Assemblies/meetings take place	Third quarter	
Book study on <u>Teaching for Tomorrow</u> , which focuses on project based learning	Meetings held	First quarter	
Gather and share examples of how core competencies are being implemented in classrooms at our school	Document of examples	On-going	
Evidence of core competencies observable in lessons	CWT, supervision/evaluation observations,	On-going	
Assessment analysis for evidence of core competencies	Grade level team agenda minutes, assessment data	On-going	
Analyze EXPLORE assessment for possible curriculum/instruction implications in 6 <sup>th</sup> grade	6 <sup>th</sup> grade team agenda minutes	Ongoing	
<b>What resources/budget needs do you have?</b>			
<u>Teaching for Tomorrow</u> books for staff, posters, pledge cards, high school student speakers, etc., EPAS website information, district core competencies			
<b>What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished?</b>			
Delving deeper into core competencies, book study during staff meetings			

<b>S</b>			<b>STUDY: Analysis of data after implementing an approach</b>		
To be completed by you and your team quarterly and at the end of the school year ( <i>This becomes the CIP QAR</i> )					
<b>What data gives evidence to progress or completion of this goal or that the plan is working?</b>			<b>What data gives evidence to a lack of progress or something not working in the plan?</b>		
At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan: <input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. <input type="checkbox"/> Year-long target goal not met but current plan is effective so we will continue it. <input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan. <input type="checkbox"/> Year-long target goal not met and we will move in a different direction. <input type="checkbox"/> Other (Please explain)					
<b>A</b>			<b>ACT: Revise or continue with implementation based on data analysis</b>		
This action plan is to be completed by you and your team when the final "Study" section is completed at the end of the school year					
<b>What do you think your year-long SMART Goal will be for the next year?</b>					
<b>What steps do you anticipate needing to take to reach this new year-long SMART Goal?</b>					
<b>Step</b> What steps will you and your team take?		<b>Measure /Indicator</b> What data will be collected? How will you know step is completed?		<b>Start &amp; End Date</b>	
<b>Implementation Plan Quality Check</b>					
What resources/budget needs do you have?					
What professional development, if any, will be conducted? When?					

**Horizon School**  
**Continuous Improvement Plan using PDSA**

Teaching and Learning		2010-2011	Curriculum Renewal
<b>P</b>	<b>PLAN: Identify the gap and the approach</b>		
<b>Identify the long-term SMART District goal</b> ( <i>Think: In 5 years where do we want to be as a district with this initiative?</i> ):			
<ul style="list-style-type: none"> <li>100% of curriculum will remain within targeted year of curriculum renewal and design process as outlined on the Curriculum Renewal and Design calendar.</li> </ul>			
<b>Data Analysis:</b> Analyze the question below using any data and/or information you have about current performance			
<b>What is insufficient with the current status or system?</b>			
<ul style="list-style-type: none"> <li>Outcomes &amp; purpose of each year, data driven feedback regarding process, need a defined flowchart/process that is communicated to all stakeholders, documentation of curriculum does not reflect integration of core competencies &amp; technology, use of BYOC has not been fully utilized to reflect the depth of actual instructional practices, disconnect between teaching &amp; learning and grading systems, curriculum serving the needs of all students, content driven, not skill driven</li> </ul>			
<b>What data points to the need to accomplish this goal?</b>			
<ul style="list-style-type: none"> <li>% of curriculum receiving renewal from the Board of Education in advance of implementation, year by year flowchart with outcomes, % of teachers indicating curriculum implementation in instructional practices, quantitative data regarding employee satisfaction with renewal process &amp; implementation, CWT data indicators regarding core competencies &amp; technology, % of curriculum on BYOC, % of teachers populating best practice documentation on BYOC during years 3-5, achievement gap data by subgroups including special education, gender, ELL, ethnicity, &amp; socioeconomic, MAP &amp; EPAS monitoring system to correlate curriculum alignment with student achievement data</li> </ul>			
<b>What work has been accomplished already to meet this long-term goal?</b>			
<ul style="list-style-type: none"> <li>Three curricular areas returned to the curriculum renewal and design calendar after a significant hiatus. Library/Media, School Counseling, and Talented and Gifted are engaged in a phase of renewal and design. In addition Technology Education will be delayed one year as we study the ACMS pilot program, study best practices and update curriculum during the Summer, 2010.</li> <li>Board approved curriculum renewal &amp; design calendar. Board approved math &amp; social studies curriculum, increased stakeholder voice, adding evaluation step (example: World Language)</li> </ul>			
<b>Identify the year-long SMART School goal</b> ( <i>Think: What will be accomplished this year on this topic at my school?</i> ):			
<ul style="list-style-type: none"> <li>During the 2010-2011 school year Horizon School will contribute to the curriculum renewal process in order to attain the goal of 90% of curriculum areas will be on schedule for renewal and design.</li> </ul>			
<b>D</b>	<b>DO: Develop and Implement Deployment Plan</b>		
<b>What steps will you take to reach your year-long SMART Goal?</b> This action plan is to be completed in advance of deployment			
<b>Step</b>	<b>Measure /Indicator</b>	<b>Start &amp; End Date</b>	
What steps will you and your team take?	What data will be collected? How will you know step is completed?		
Participate in district curriculum updates and associated staff development	Meetings attended, curriculum document completed on BYOC, participation in staff development	On-going	
Evaluate social studies and math instructional delivery system (best practices), pacing, and assessments	PLC meeting minutes	On-going through June 2011	
<b>Implementation Plan Quality Check</b>			
<b>What resources/budget needs do you have?</b>			
<ul style="list-style-type: none"> <li>Curriculum materials, access to BYOC</li> </ul>			
<b>What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished?</b>			
<ul style="list-style-type: none"> <li>BYOC, PLC meeting time</li> </ul>			

<b>S</b>	<b>STUDY: Analysis of data after implementing an approach</b>	
To be completed by you and your team quarterly and at the end of the school year ( <i>This becomes the CIP QAR</i> )		
<b>What data gives evidence to progress or completion of this goal or that the plan is working?</b>	<b>What data gives evidence to a lack of progress or something not working in the plan?</b>	
At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan: <input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. <input type="checkbox"/> Year-long target goal not met but current plan is effective so we will continue it. <input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan. <input type="checkbox"/> Year-long target goal not met and we will move in a different direction. <input type="checkbox"/> Other (Please explain)		
<b>A</b>	<b>ACT: Revise or continue with implementation based on data analysis</b>	
This action plan is to be completed by you and your team when the final "Study" section is completed at the end of the school year		
<b>What do you think your year-long SMART Goal will be for the next year?</b>		
<b>What steps do you anticipate needing to take to reach this new year-long SMART Goal?</b>		
<b>Step</b> What steps will you and your team take?	<b>Measure /Indicator</b> What data will be collected? How will you know step is completed?	<b>Start &amp; End Date</b>
<b>Implementation Plan Quality Check</b>		
What resources/budget needs do you have?		
What professional development, if any, will be conducted? When?		

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Teaching & Learning		2010-2011	Learning for All
<b>P</b>	<b>PLAN: Identify the gap and the approach</b>		
Identify the long-term SMART District goal ( <i>Think: In 5 years where do we want to be as a district with this initiative?</i> ):			
<ul style="list-style-type: none"> <li>By the 2013-14 school year, Pewaukee School District students will meet adequate yearly progress percentages for 100% of students enrolled a FAY as defined by the state of WI Annual Measurable Objectives for reading and mathematics.</li> </ul>			
Data Analysis: Analyze the question below using any data and/or information you have about current performance			
What is insufficient with the current status or system?			
<ul style="list-style-type: none"> <li>A well defined, systematic process for providing targeted response to students in the subgroups who are not proficient or advanced in Reading or Math as defined by the WKCE.</li> <li>The subgroup students' achievement has not increased so as to meet the 100% goal for all WI students by the year 2013-2014 school year since 2005.</li> <li>Currently each educational level in the district has a pupil consult team that teachers or administrators refer students to in order to determine what regular education supports can be provided to support their area of need (behavioral or academic). It is unclear as to what processes occurs in each building to examine the WKCE data with regard to students who are not proficient or advanced in Reading or Math and then design a monitored instructional plan.</li> </ul>			
What data points to the need to accomplish this goal?			
<ul style="list-style-type: none"> <li>The Wisconsin adequate yearly progress data for the students that are currently not making adequate yearly progress are members of the subgroups as titled: race/ethnicity, disability, economic status, English Proficiency.</li> </ul>			
What work has been accomplished already to meet this long-term goal?			
<ul style="list-style-type: none"> <li>PSD has MAPS, WKCE and DBA data as well as pupil consult teams so as to be able to readily identify students and monitor their progress in light of instructional programming and classroom instruction methodologies in order to assure adequate yearly progress for students who are members of the subgroups. Staff development, district hiring consistently takes into account of the needs of under performing youth in light of what the future holds for the students. (F&amp;P, literacy coach, cross categorical certification, preschool options, PCTs, intervention pyramids, core competencies, etc.)</li> </ul>			
Identify the year-long SMART School goal ( <i>Think: What will be accomplished this year on this topic at my school?</i> ):			
<ul style="list-style-type: none"> <li>Coordinate Building Team so as to develop a plan by May 15, 2011, to respond to the data of the student subgroups that are not meeting proficiency.</li> </ul>			
<b>D</b>	<b>DO: Develop and Implement Deployment Plan</b>		
What steps will you take to reach your year-long SMART Goal? This action plan is to be completed in advance of deployment			
<b>Step</b>		<b>Measure /Indicator</b>	<b>Start &amp; End Date</b>
What steps will you and your team take?		What data will be collected? How will you know step is completed?	
Participate in district planning meetings to develop a K-12 system to meet the needs of all students who are not proficient in reading and math on the WKCE.		Meeting minutes, district plan developed	On-going through May 2011
Based on district K-12 plan, develop a system within our building to address the needs of targeted students.		Meeting minutes, building plan developed	June 2011
<b>Implementation Plan Quality Check</b>			
What resources/budget needs do you have?			
<ul style="list-style-type: none"> <li>WKCE and MAP scores, reading resource and school counselor personnel, Fountas and Pinnell assessment system (4<sup>th</sup> grade), current PCT process</li> </ul>			
What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished?			
<ul style="list-style-type: none"> <li>Rtl process – specifics are unknown at this time</li> </ul>			

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<b>Step</b> What steps will you and your team take?	<b>Measure /Indicator</b> What data will be collected? How will you know step is completed?	<b>Start &amp; End Date</b>
What professional development, if any, will be conducted? When?		

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Teaching and Learning		2010-2011	Literacy
<b>P</b>	<b>PLAN: Identify the gap and the approach</b>		
<ul style="list-style-type: none"> <li><b>Identify the long-term SMART District goal</b> (<i>Think: In 5 years where do we want to be as a district with this initiative?:</i>)            100% of students will understand and apply research based literacy practices (reading, writing, oral communication) that reach across content areas by 2015 as measured by standardized and teacher created common assessments.</li> </ul>			
<b>Data Analysis:</b> Analyze the question below using any data and/or information you have about current performance			
What is insufficient with the current status or system?			
<ul style="list-style-type: none"> <li>Lack of district wide progress monitoring system of standardized testing data and teacher created common assessment to identify the need for interventions.</li> </ul>			
What data points to the need to accomplish this goal?			
<ul style="list-style-type: none"> <li>MAP data, WKCE, Fountas and Pinnell Assessment data (K-4), ACCESS data, Common(Formative/Summative) Assessment data, District Writing Assessment Data, EPAS (8-12), Literacy data point in CWT; Learning Walk Look Fors; Staff Development tracking system; Administrative agreement on power strategies</li> </ul>			
What work has been accomplished already to meet this long-term goal?			
<ul style="list-style-type: none"> <li>Early Literacy Initiative staff development, collection of standardized assessment information, PCT teams evaluating ongoing need for interventions, Data Wall, ELL learning plans, TAG program</li> </ul>			
<b>Identify the year-long SMART School goal</b> ( <i>Think: What will be accomplished this year on this topic at my school?:</i> )			
<ul style="list-style-type: none"> <li>By the end of the 2010-11 school year, Horizon School will develop a literacy data analysis and monitoring process that is coordinated with district efforts in order to meet the long term goal.</li> </ul>			
<b>D</b>	<b>DO: Develop and Implement Deployment Plan</b>		
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Grade 4: <ul style="list-style-type: none"> <li>Conduct Fountas/Pinnell reading assessments</li> <li>Create a data wall to track data and individual student progress</li> <li>Analyze student results</li> </ul>	Fountas and Pinnell assessment data collected Data wall created Assessment results analysis completed and included in PLC meeting minutes	Fall/Spring	
Grade 6: Pilot the use of the Qualitative Reading Inventory (QRI) as a tool for assessing reading progress	Assessment data recorded, process analyzed by staff	Ongoing through June 2011	
Writing (Grades 4-6): <ul style="list-style-type: none"> <li>Conduct and analyze 4 common grade level writing assessments</li> <li>Develop individual student writing goals following fall district writing assessment.</li> <li>Conduct on-going writing conferences with students.</li> </ul>	Assessment data recorded Assessment results analysis completed, PLC meeting minutes Writing conference notes in students' portfolios.	Ongoing through June 2011	
Ensure that every student will read self-selected	Classroom schedules	Ongoing through June 2011	

materials every day.		
<b>Implementation Plan Quality Check</b>		
<b>What resources/budget needs do you have?</b>		
<ul style="list-style-type: none"> <li>• Student portfolios, QRI assessments, Fountas and Pinnell assessments, substitute time for F/P administration</li> </ul>		
<b>What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished?</b>		
<ul style="list-style-type: none"> <li>• Staff development on best instructional practices for reading and writing to be conducted during PLC time.</li> </ul>		
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