

## Horizon Elementary Continuous Improvement Plan

School Name: Horizon School	School Year: 2008-09	Strategic Plan into Action
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**STEP 1: NEEDS ASSESSMENT/ DATA INQUIRY -**  
 Through the formal evaluation and informal observation process, the Pewaukee School District must make non-fiction writing a priority. At present, the district does not have an adopted writing framework therefore the absence of a common language around writing exists throughout the K-12 scope and sequence. Required non-fiction reading and writing has a limited presence in our Board adopted curriculum manuals. Professional Development data tells a similar story in which training for teachers in the area of writing received attention 5 plus years ago and then was left up to individual schools. Approximately 30% of teachers indicated a need for training in this area. Pockets of excellence do exist but taking them beyond pockets is the next challenge. Classroom Walkthrough data reinforces the initial conclusions that we need to recommit ourselves to this important life skill. Noted pediatrician and education expert, Dr. Mel Levine describes writing as the mind conducting an orchestra. In study after study, Dr. Doug Reeves makes the case for more non-fiction writing including, “It may be obvious that more non-fiction writing is related to better writing scores, and it may make sense that more non-fiction writing is highly related to better reading scores. Less obvious is the fact that even a little more non-fiction writing curriculum is also related to better math, science, and social studies scores.” Dr. Mike Schmoker, a highly regarded educator and author writes about our need to get over our aversion to using rubrics, scoring guides, and exemplars so as to teach more systematically, explicitly and repeatedly.

**STEP 2: GOAL DEVELOPMENT**  
 Long Range Goal: Ensure the delivery of rigorous and relevant curricula and program options to improve student learning as measured by at least three achievement indicators.

**Target Goals/Measures:** Evaluating the Pewaukee School District’s non-fiction writing program.

**Target Goals**

- Complete evaluation of Pewaukee School District’s non-fiction writing program by June, 2009
- Composite ACT of 25 with 80% participation rate in response to College Readiness initiative by 2013
- 97% post secondary enrollment by the Class of 2012
- 100% 2<sup>nd</sup> graders exit at or above grade level in reading by 2010 and beyond
- Increase District Writing Assessment results by 10% yearly
- 100% of teaching staff complete Level One Six Traits training by August, 2009 and Level Two Training by August, 2010
- 100% of PLC time spent on Power Standards, non-fiction writing, or assessment results
- Using classroom-walkthrough data analysis, instructional strategy data indicates 20% evidence or higher

**Quarterly Benchmarks**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"> <li>• Benchmark current quantity and quality of practice in non-fiction writing in our curriculum, instruction, and assessment.</li> <li>• Gain K-12 perspective regarding non-fiction reading and writing efforts.</li> <li>• Evaluate district writing assessment system for renewal and redesign while allowing each site to create baseline profile.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark current quantity and quality of practice in non-fiction writing in our curriculum, instruction, and assessment.</li> <li>• Design audit process for curriculum renewal and design to assess areas of improvement.</li> <li>• Assess use of district writing assessment data for impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark current quantity and quality of practice in non-fiction writing in our curriculum, instruction, and assessment.</li> <li>• Identify staff development needs by school in 6 Traits.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark current quantity and quality of practice in non-fiction writing in our curriculum, instruction, and assessment.</li> <li>• Bring forward recommendations to administrative team regarding District Writing Assessment changes.</li> <li>• Finalize district writing framework proposal including instructional model and staff development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark current quantity and quality of practice in non-fiction writing in our curriculum, instruction, and assessment.</li> <li>• Identifying what constitutes a quality writing program by grade level.</li> <li>• Gain K-12 perspective regarding non-fiction reading and writing efforts.</li> <li>• Utilize staff expertise to evaluate quality of non-fiction artifacts and provide recommendations.</li> </ul>

## Action Plan

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Complete staff survey regarding expertise in 6-Trait Writing instruction	Principal		Survey	6-Trait Writing	September 1, 2008
Collect samples of non-fiction writing and evaluate current quality of writing experience	Grade level teams	Teacher lessons	Student samples	Collaborative teamwork	End of each quarter Nov. 7, 2008, Jan. 23, 2009, March 27, 2009, June 12, 2009
Create and promote a common language for non-fiction writing	Grade level teams and resource teachers	Curriculum, Great Source materials	Writing resources	Collaborative teamwork Common focus	On-going
Create and implement several common writing experiences at each grade level	Team leaders and grade level teams	Language arts curriculum, Great Source materials, other curriculum resources (as needed), and writing rubric	Writing resources	Collaborative teamwork 6-Trait Writing	On-going
Provide a refresher staff development session on 6-Trait Writing	Team leaders	Great Source materials, 6-Trait Writing materials		Collaborative teamwork 6-Trait Writing	PLC time in March 2009
Survey teachers on they use the information from the district writing assessments	Principal		Survey		October 2008
Review current writing assessment practice to evaluate effectiveness	Principal, Team leaders, resource teachers	Writing assessment data			Summer 2009

### Parental / Community Engagement:

100% of our parent newsletter and community communications will reference district and building goals.

**STEP 1: NEEDS ASSESSMENT/ DATA INQUIRY -**

From general observations through the formal evaluation and informal observation process the Pewaukee School District has a need to pare down the amount of curriculum taught at each grade level. The need to identify enduring, high leverage, and readiness skills to drive curriculum, instruction and assessment is evident at each grade level and content area. Our current performance indicators tell a story of good but not great – we are on a flat trend in WKCE, ACT and other world class indicators. Anecdotal evidence includes regular statements referencing pacing guides, overwhelming content to cover and other references to the size of curriculum. We will become great by refining and prioritizing what it is we want kids to learn, know and be able to do. At present, three curriculum areas out of thirteen spent time addressing curriculum design concerns. Assessment samples from K-12 provide evidence that we are making slow progress moving from low level thinking.

**STEP 2: GOAL DEVELOPMENT**

Long Range Goal: Ensure the delivery of rigorous and relevant curricula and program options to improve student learning as measured by at least three achievement indicators.

Target Goals/Measures: Identify essential concepts and skills in all subject areas by June, 2009.

**Target Goal**

- 100% of students meet or exceed MAP growth rates
- By 2012, place in top 3 in Waukesha County on 4, 8, and 10 WKCE
- 100% of PLC time focuses on Power Standards, non-fiction writing, or assessment results
- ACT composite of 25 with 80% participation by 2013 in response to college readiness initiative
- Informal observation data from classroom-walkthrough program yields evidence that 80% of classrooms host essential concepts and skills in student-friendly terminology by 2010

**Quarterly Benchmarks**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"><li>• Identify power standards in all content areas</li><li>• Agree upon and articulate a common language across the Pewaukee School District for curriculum, instruction, and assessment.</li></ul>	<ul style="list-style-type: none"><li>• Identify and document essential concepts and skills for first semester teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>• Identify and document essential concepts and skills for first semester teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>• Identify and document essential concepts and skills for first semester teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>• Publish and saturate communication outlets with documents</li></ul>

## Action Plan

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Identify process to delineate power standards and essential skills	Principals	State Standards and curriculum documents			August 18, 2008
Introduce power standards and essential concepts to the staff	Principal	Presentation format		Understanding of power standards and essential concepts	August 25, 2008
Delineate power standards and essential skills by grade level for all content areas	Grade level teams and content level teachers	Curriculum documents and State Standards		Collaborative work on the identification of what is critical for instruction and assessment	Begin process on dates listed, with follow-up work during PLC times: Aug. 26, 2008 – science Sept. 26, 2008 – math Oct. 29, 2008 – social studies February 25, 2009 – language arts All subjects – June 2009
<p><b>Parental / Community Engagement:</b></p> <p>100% of our parent newsletter and community communications reference district and building goals.</p>					

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
<p>A. What data did you use to determine if the action steps were implemented with fidelity?</p> <p>B. What data did you use to determine if the quarterly benchmarks were met?</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>
<p><b>Did we achieve our quarterly benchmarks?</b></p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>

**STEP 1: NEEDS ASSESSMENT/ DATA INQUIRY -**

Through formal and informal observations and feedback loops teachers and administrators identified a need to analyze the level of thinking being done by the students in Pewaukee on formative and summative assessments. Examples gathered in 2006 indicate that about 1/3 of the assessments in the high school met critical thinking expectations. Assessment best practices dictate that the level of “thinking” on assessments should be much higher.

**STEP 2: GOAL DEVELOPMENT**

Long Range Goal: Ensure the delivery of rigorous and relevant curricula and program options to improve student learning as measured by at least three achievement indicators.

Target Goals/Measures: Increase the level of critical thinking in every classroom in Pewaukee.

**Target Goal**

- During the classroom walk-through data collection, taxonomy data point indicates medium or higher order activity 75% of the time or higher by 2012
- 100% of the teachers receive Bloom’s taxonomy quick flip chart
- 2<sup>nd</sup> semester of 2008-09, 100% of PLC time is allocated to assessment improvements and analysis of student work

**Quarterly Benchmarks**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"><li>• Collect and analyze classroom assessments used in the Pewaukee School District using PLC’s.</li><li>• Complete critical thinking analysis of each assessment used during the quarter.</li></ul>	<ul style="list-style-type: none"><li>• Collect and analyze classroom assessments used in the Pewaukee School District using PLC’s.</li><li>• Complete critical thinking analysis of each assessment used during the quarter.</li></ul>	<ul style="list-style-type: none"><li>• Collect and analyze classroom assessments used in the Pewaukee School District using PLC’s.</li><li>• Complete critical thinking analysis of each assessment used during the quarter.</li></ul>	<ul style="list-style-type: none"><li>• Collect and analyze classroom assessments used in the Pewaukee School District using PLC’s.</li><li>• Complete critical thinking analysis of each assessment used during the quarter.</li></ul>	<ul style="list-style-type: none"><li>• Collect and analyze classroom assessments used in the Pewaukee School District using PLC’s.</li><li>• Increase system knowledge around balanced assessments.</li></ul>

## Action Plan

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Distribute Bloom's resources teachers	Building Principal	Online, Edupress quick flips	None	Use of Bloom's taxonomy	August 26, 2008
Agree upon common assessments in core subjects (math, science, social studies, and language arts)	Team leaders and grade level teams	Assessments in math, science, language arts, and social studies Curriculum, power standards, and essential concepts in each core area		Collaborative teamwork, common focus	Begin process on dates listed, with follow-up work during PLC times: Aug. 26, 2008 – science Sept. 26, 2008 – math Oct. 29, 2008 – social studies February 25, 2009 – language arts
Document the level of questioning for all common assessments in all core subjects	Team leaders and grade level teams	Assessments in math, science, language arts, and social studies Curriculum, power standards, and essential concepts in each core area		Collaborative teamwork, common focus, and critical thinking	Begin process on dates listed, with follow-up work during PLC times: Aug. 26, 2008 – science Sept. 26, 2008 – math Oct. 29, 2008 – social studies February 25, 2009 – language arts
Use classroom walk-through data to document current level of questioning in the classroom as high, medium, or low	Principals	Classroom walk-through data template		Observation of questioning techniques by teachers	100 CWT's completed by Dec. 1, 2008 and on-going
Make needed adjustments to common classroom assessments for more rigor	Team leaders and grade level teams	Assessments in math, science, language arts, and social studies curriculum, power standards, and essential concepts in each core area		Collaborative teamwork, common focus, and critical thinking	Summer 2009
<b>Parental / Community Engagement:</b> 100% of our parent newsletter and community communications reference district and building goals.					

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
<p>A. What data did you use to determine if the action steps were implemented with fidelity?</p> <p>B. What data did you use to determine if the quarterly benchmarks were met?</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>
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**STEP 1: NEEDS ASSESSMENT/ DATA INQUIRY -**

Teachers at Horizon School learned about the basic philosophy of professional learning communities several years ago from Richard DuFour at the Sally Ride Academy. The staff are dedicated to the belief that teacher collaboration focusing on quality curriculum, research based instructional strategies, and assessments that include higher level thinking questions is critical for the improvement of student achievement. Over the last several years, the staff was surveyed to determine what was needed to be a more effective professional learning community. A common theme from the surveys was the need for more collaboration time.

In order to achieve higher levels of collaboration, the staff agreed to made an adjustment to their workweek in the 2008-09 school year. They arrive at work 20 minutes early on Wednesdays and 5 minutes later on the other days. They are committed to meeting every Wednesday for one hour for the purpose of collaboration to accomplish the district and building goals.

**STEP 2: GOAL DEVELOPMENT**

**Long Range Goal:** Ensure the delivery of rigorous and relevant curricula and program options to improve student learning.

**Target Goals/Measures:** Increase student achievement through more structured collaboration as a professional learning community.

**Target Goal**

- 100% of PLC time will be focused in the following areas:
  - Assessment improvements and analysis of student work.
  - Power Standards, essential concepts, and critical thinking analysis of common classroom assessments.
  - Non-fiction writing, 6-Trait Writing, and analysis of district writing assessment and rubric.
  - Technology instruction
  - Instructional practices to assist struggling students
- PLC effectiveness on average will increase one point on a five point scale from fall to spring.

**Quarterly Benchmarks**

<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Summer</b>
<ul style="list-style-type: none"><li>• Create common grade level goals with a focus on non-fiction writing and critical thinking</li><li>• Create and implement common writing lessons for sharing</li><li>• Complete work on power standards, essential concepts, and critical thinking analysis in all areas</li><li>• Identify targeted students</li></ul>	<ul style="list-style-type: none"><li>• Create and implement common writing lessons for sharing</li><li>• Complete work on power standards, essential concepts, and critical thinking analysis in all areas</li><li>• Survey staff on PLC effectiveness</li></ul>	<ul style="list-style-type: none"><li>• Create and implement common writing lessons for sharing</li><li>• Complete work on power standards, essential concepts, and critical thinking analysis in all areas</li></ul>	<ul style="list-style-type: none"><li>• Analyze progress made on grade level goals</li><li>• Create and implement common writing lessons for sharing</li><li>• Complete work on power standards, essential concepts, and critical thinking analysis of classroom assessments</li><li>• Survey staff on PLC effectiveness</li><li>• Determine academic progress for targeted students</li></ul>	<ul style="list-style-type: none"><li>• Analyze staff survey on PLC effectiveness</li><li>• Develop remediation and intervention services for targeted students</li></ul>

## Action Plan

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Establish team meeting protocols in the area of norms and agendas	Team leaders	Materials from DuFour <u>Learning by Doing</u>	Template for team meeting agenda on shared drive	Team building and collaboration	August 26, 2008 and ongoing
Create common grade level goals with a focus on non-fiction writing and critical thinking	Grade level teams	District goal template District goals		Team building and collaboration Goal setting	September 2009
Conduct school visitations to schools that use PLC's effectively	Principal and teacher leaders	APQD Consortium		Professional Learning Communities Intervention strategies	Fall 2008
Analyze information from PLC school visitations	Principal and teacher leaders	Handouts from schools		Professional Learning Communities Intervention strategies	Fall 2008
Survey staff on PLC effectiveness	Principal	NSDC Learning Team Survey (2006)			December and May
Analyze PLC survey and make needed adjustments	Principal and team leaders	NSDC Learning Team Survey (2006)		Survey data analysis	Summer 2009
Complete district goals in the following areas: <ul style="list-style-type: none"> <li>• Non-fiction writing</li> <li>• Power standards/essential skills</li> <li>• Critical thinking analysis of common assessments</li> </ul>	Grade level teams	Curriculum documents, common assessments, writing materials, Bloom's Taxonomy, writing rubric		Professional collaboration	On-going with quarterly benchmarks
Create, implement, score, and share common non-fiction writing	Grade level teams	Curriculum Subject specific materials Writing rubric		Professional sharing and collaboration	On-going
Score and analyze math district benchmark and district writing assessment data	Grade level teams	Math district benchmark assessments District writing assessments	Excel spreadsheet to record data	Professional sharing and collaboration	Fall 2008 and Spring 2009
Focus on instructional strategies to improve student achievement for struggling students	Grade level teams and resource teachers	Longitudinal data on individual students		Professional collaboration	On-going
Develop a remediation and intervention plan for implementation in 2009-10	Principal, team leaders, and resource teachers	Hand-outs from PLC school visitations	Research materials on best practices for intervention Information from district Response to Intervention committee work	Intervention services	Spring and summer 2009
Increase instructional strategies using technology as a tool	Principal, Tech Team, district technology coordinator, and teachers	Current software/hardware Staff expertise	Future software/hardware as determined by the Tech Team	Technology instruction	On-going

			Future staff development as determined by the Tech Team		
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**Parental / Community Engagement:**

100% of our parent newsletter and community communications reference district and building goals.

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
<p>A. What data did you use to determine if the action steps were implemented with fidelity?</p> <p>B. What data did you use to determine if the quarterly benchmarks were met?</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>
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