

Alice Gustafson School
2011-2013
School Improvement Plan

School Improvement Team Members

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The Alice Gustafson School's 2011-2013 School Improvement plan was developed using the SMART School Goal Process. The School Improvement Team facilitated the faculty in the use of this process during the 2010-2011 school year.

First, the faculty determined the school's greatest content area of need by triangulating the ISAT data from the past 5 years, looking at the proficiency gap, accountability gap and change over time. (See tables below)

Grade 3 - Percent Students Meets/Exceeds					
Year	Reading	Math	Writing	Science	Social Studies
09-10	88	98	70		
08-09	98	98	79		
07-08	92	98			
06-07	86	96			
05-06	91	94			
04-05	84	96			

Grade 4 - Percent Students Meets/Exceeds					
Year	Reading	Math	Writing	Science	Social Studies
09-10	95	98		94	
08-09	92	97		91	
07-08	92	96		91	
06-07	90	97		94	
05-06	93	97		93	
04-05				91	

Grade 5 - Percent Students Meets/Exceeds					
Year	Reading	Math	Writing	Science	Social Studies
09-10	89	100	63		
08-09	97	96	70		
07-08	93	93	65		
06-07	91	100	62		
05-06	89	96			
04-05	85	95			

Grade 3 - Percent Students Meets/Exceeds					
	Reading	Math	Writing	Science	Social Studies
Accountability Gap (Target=85%)	10	13			
Proficiency Gap (Target=100%)	-12	-2			
Change Over Time	4	2			

Grade 4 - Percent Students Meets/Exceeds					
	Reading	Math	Writing	Science	Social Studies
Accountability Gap (Target=85%)	7	12		9	
Proficiency Gap (Target=100%)	-5	-2		-6	
Change Over Time	2	1		3	

Grade 5 - Percent Students Meets/Exceeds					
	Reading	Math	Writing	Science	Social Studies
Accountability Gap (Target=85%)	4	15	-15		
Proficiency Gap (Target=100%)	-3	-4	-30		
Change Over Time	12	1	-22		

The data indicated Writing as the content area of greatest need.

Using this information the School Improvement Team set a school improvement goal:

Currently (2010 State testing results), 66.5% of our students are meeting or exceeding standards in writing; by spring of 2013, 75% of our students will meet or exceed in reading as measured by local benchmark assessments.

The School Improvement team continued to work with the faculty to disaggregate our state assessment data to determine the focus of our improvement efforts in the area of writing.

The faculty reviewed grade 3 and 5 student performance for 2010 on the writing rubric features of focus, support/elaboration, organization, conventions, and integration. The chart below displays the percent of students meeting state standards in each feature.

Feature	Grade 3		Grade 5	
	AGS	District	AGS	District
Focus	87.5	87.9	92.1	95.0
Support/Elaboration	71.6	71.2	61.9	60.2
Organization	57.6	64.6	58.7	58.9
Conventions	98.9	96.6	98.4	97.8
Integration	70.4	72.9	63.5	63.4

The indicators of focus were determined to be Focus, Support, and Organization. The following GOAL Tree focused on the school-wide goal was developed by the School Improvement Team:

S.M.A.R.T. Goal Tree

School Results Goal	School Indicators	School Methods	School Measures	School Timeline
<p>By the end of the 2012-2013 school year, 75% of our students will meet or exceed standards in writing.</p>	<p>Focus</p>	The topic is clearly stated	Fall Benchmark Assessment	September 2011 September 2012
		The writing stays on topic throughout	Winter Benchmark Assessment	January 2010 January 2013
			Spring Benchmark Assessment	May 2012 May 2013
	<p>Support</p>	The writing includes multiple facts, details, or events about the topic.	Fall Benchmark Assessment	September 2011 September 2012
		The writing states and opinion or reaction about a topic and supplies reasons.	Winter Benchmark Assessment	January 2010 January 2013
		The writing establishes setting describing time and place and uses dialogue and description of actions	Spring Benchmark Assessment	May 2012 May 2013
	<p>Organization</p>	The writing contains an organizational structure that groups related information into paragraphs with a clear beginning, middle, and end	Fall Benchmark Assessment	September 2011 September 2012
		The piece includes correctly sequenced facts, details, or events	Winter Benchmark Assessment	January 2010 January 2013
		Uses transition words and phrases to connect ideas.	Spring Benchmark Assessment	May 2012 May 2013

Grade level teams used this information to develop their grade level goal trees. (See attached appendices A-F)

The final step of the SMART School Goal Process is to identify sub groups. A review of the 2010 State testing data revealed our special education and low income students struggle to meet or exceed standards. These groups perform below their white peers.

2010 ISAT Percent M/E

Subgroup	Grade 3	Grade 5
White	72%	67%
Special Education	33%	30%
Low Income	58%	na

The following action plans were developed to address the topic of:

Action Plan I – Strategies and Activities for Students

Action Plan II – Professional development Strategies and Activities

Action Plan III – Parent Involvement Strategies and Activities

Action Plan I - Strategies and Activities for Students

	Strategies & Activities	Start Date	End Date	When	Fund Source	Amount(\$)
1	Classroom instruction will target writing skills of focus, support, and organization. Teachers will use the curriculum identified in the Being a Writer program.	8/23/2011	6/10/2013	During School	n/a	n/a
2	Quarterly, students will bring one piece of writing through the entire writing process to publication	8/23/2011	6/10/2013	During School	n/a	n/a
3	Three times a year, students will be given a benchmark writing assessment developed specifically for their grade level	8/23/2011	6/10/2013	During School	n/a	n/a
4	Students will be able to publish one piece of their writing via a publishing center	1/15/2012	6/10/2013	During School	n/a	n/a
5	Students not meeting standards will participate in Tier 2 writing interventions	10/1/2012	6/10/2013	During School	n/a	n/a
6	Teachers will create opportunities for older students to help younger students peer edit their writing	9/1/2012	6/13/2013	During School	n/a	n/a
7	Authors will be invited to talk with students about their writing process	9/1/2012	6/13/2013	During School	n/a	n/a

Action Plan II - Professional Development Strategies & Activities

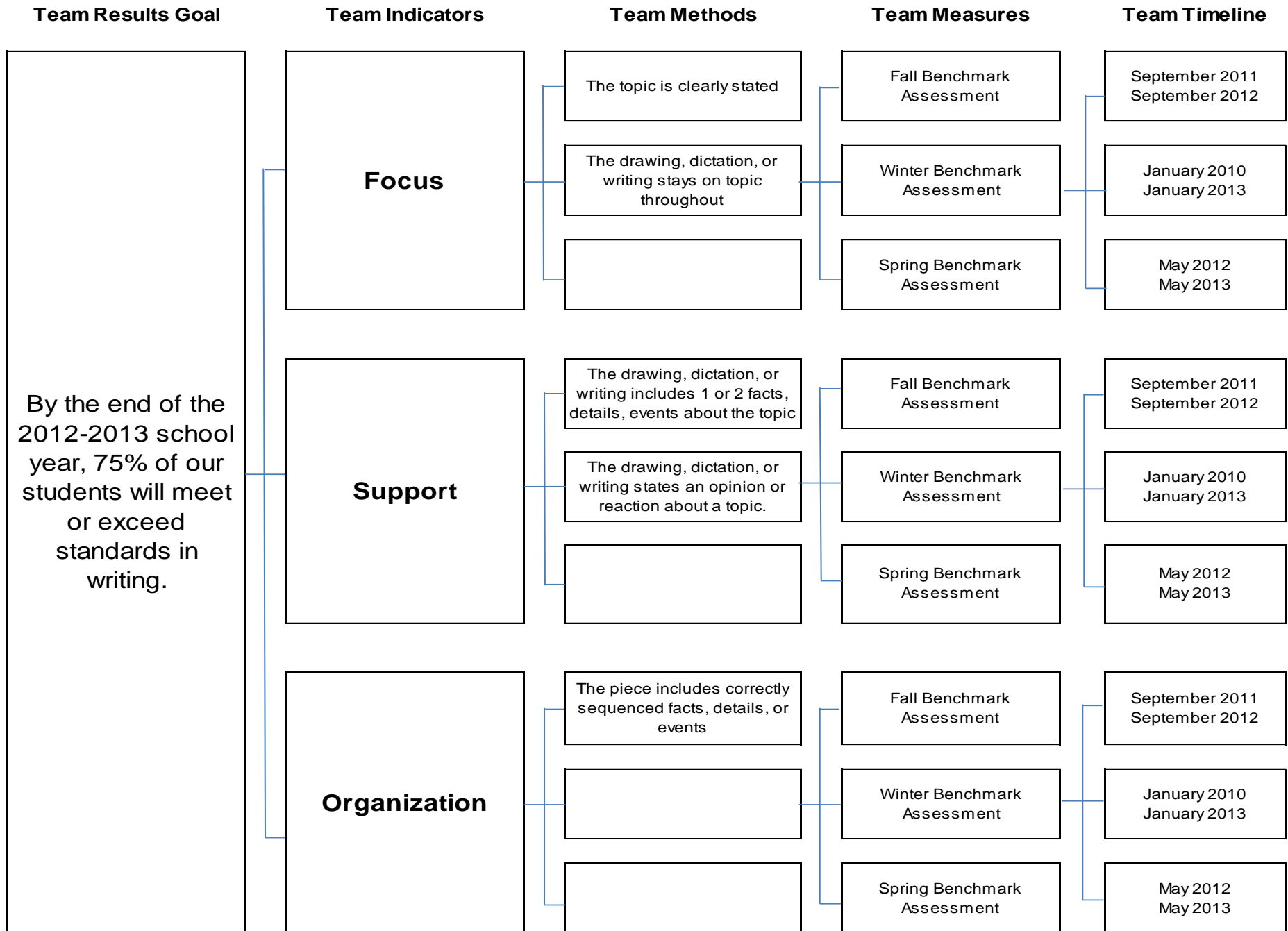
	Strategies & Activities	Start Date	End Date	When	Fund Source	Amount(\$)
1	Teachers will develop a grade level rubric for writing that is aligned to the Being a Writer program and the Common Core Standards	9/1/2011	6/10/2013	Faculty Meetings	n/a	n/a
2	Teachers at each grade level will develop a fall, winter, and spring writing prompt appropriate for their grade level	9/1/2011	6/10/2012	Grade Level meetings	n/a	n/a
3	Teachers will participate in professional development during faculty meetings focused on developing reliability for reciprocal scoring	8/18/2011	6/10/2013	Faculty Meetings	n/a	n/a
4	Teachers will analyze the data from the benchmark assessments to determine student skill deficits and appropriate instructional techniques	9/1/2011	6/10/2013	Faculty Meetings	n/a	n/a
5	Teachers will participate in cross grade level sharing of writing expectations	9/1/2011	6/10/2013	Faculty Meetings	n/a	n/a
6	Teachers will explore the Journeys reading curriculum resources to supplement the writing curriculum	9/1/2012	6/10/2013	Grade Level meetings	n/a	n/a
7	Tier 2 interventions will be researched and developed for students not meeting standards	9/1/2012	6/10/2013	Grade Level meetings	n/a	n/a
8	Teachers will participate in a whole faculty book study.	9/1/2012	6/10/2013	Faculty Meetings	n/a	n/a
9	Teachers will review the Being a Writer curriculum to align instruction to the common core.	9/1/2012	6/10/2013	Grade Level meetings	n/a	n/a
10	Teachers will identify and implement content based writing activities.	9/1/2012	6/10/2013	Grade Level meetings	n/a	n/a
11	Teachers will record and monitor their reliability in the scoring of writing.	9/1/2012	6/10/2013	Grade Level meetings	n/a	n/a

Action Plan III - Parent Involvement Strategies & Activities

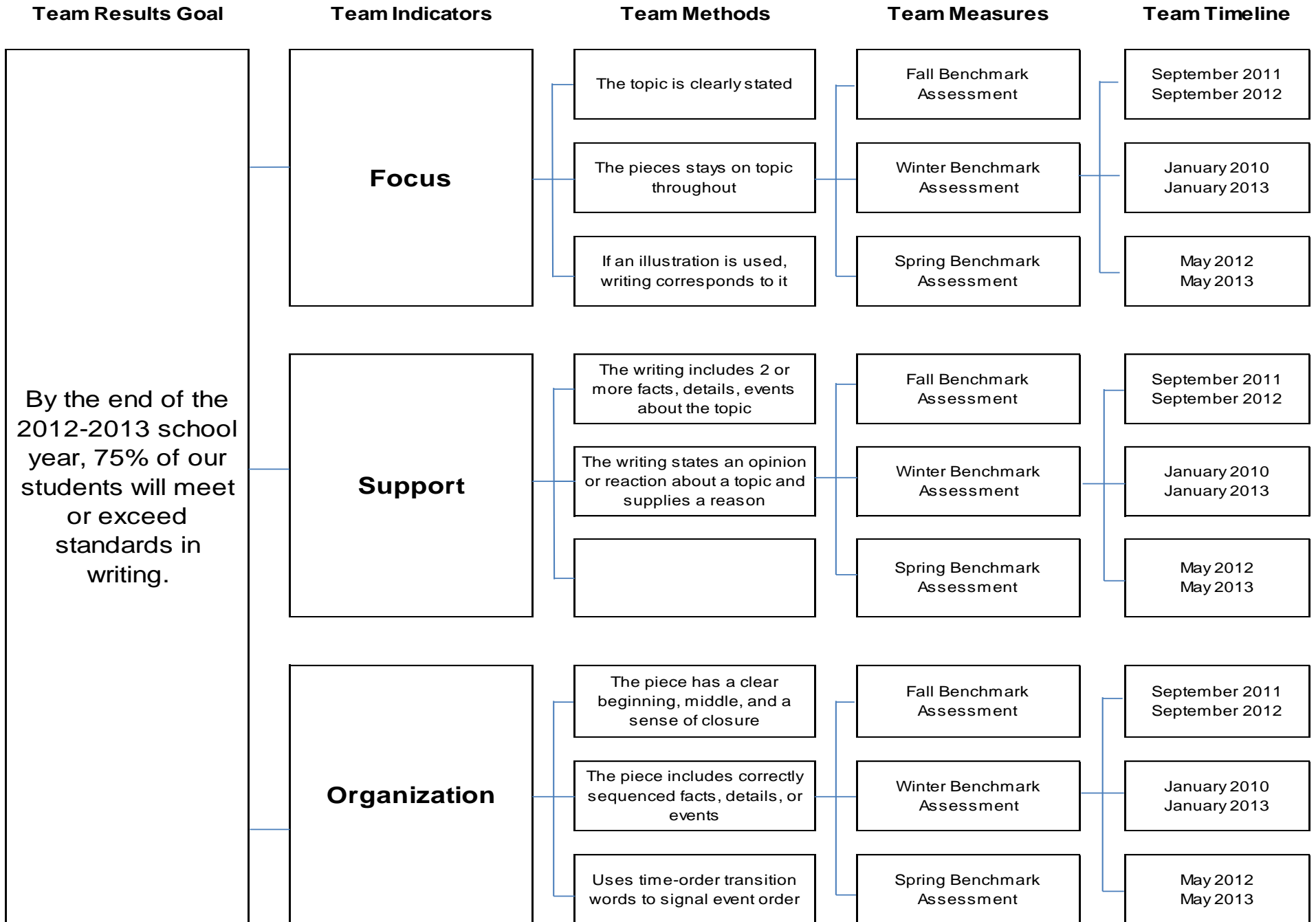
	Strategies & Activities	Start Date	End Date	When	Fund Source	Amount(\$)
1	Parents will be made aware of the school improvement goal and the activities	12/1/2011	6/10/2013	After School	n/a	n/a
2	Parent volunteers will develop a writer's publishing center in the school	1/3/2012	6/10/2013	During School	n/a	n/a
3	SIP committee (classroom teachers, reading specialists, and a parent rep) will meet on a consistent basis.	9/1/2011	6/10/2013	Before School	n/a	n/a
4	Parents will be recruited and trained to assist with Tier 2 interventions.	10/1/2012	6/10/2013	Before/During/After School	n/a	n/a
5	Parents will be notified of writing expectations on curriculum night (sharing of rubrics).	9/30/2012	6/10/2013	After School	n/a	n/a
6	Parents will be given tips for encouraging and improving writing for their child.	9/30/2012	6/10/2013	After School	n/a	n/a

Appendices A-F
Grade Level Goal Trees

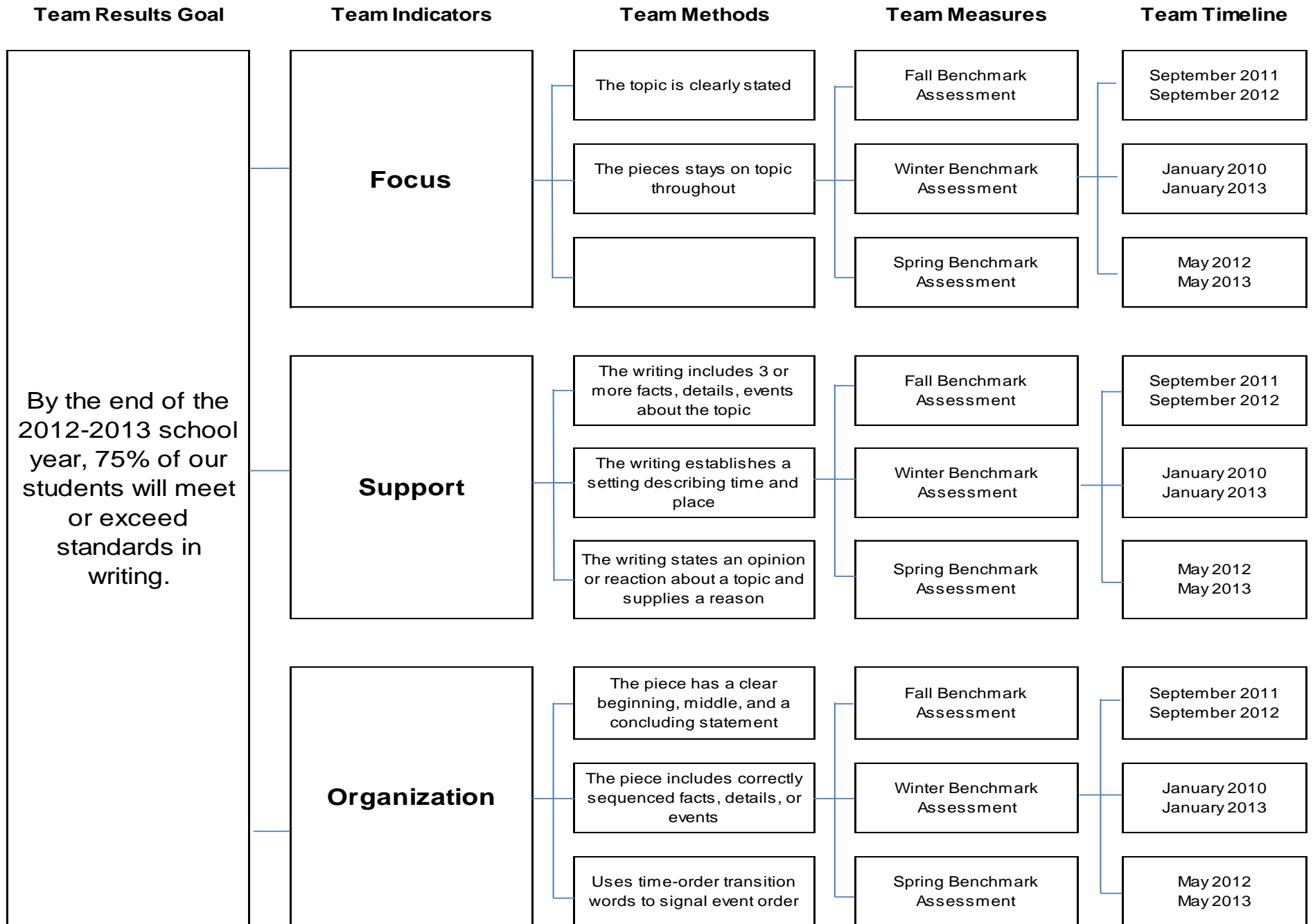
Appendix A - Kindergarten S.M.A.R.T. Goal Tree



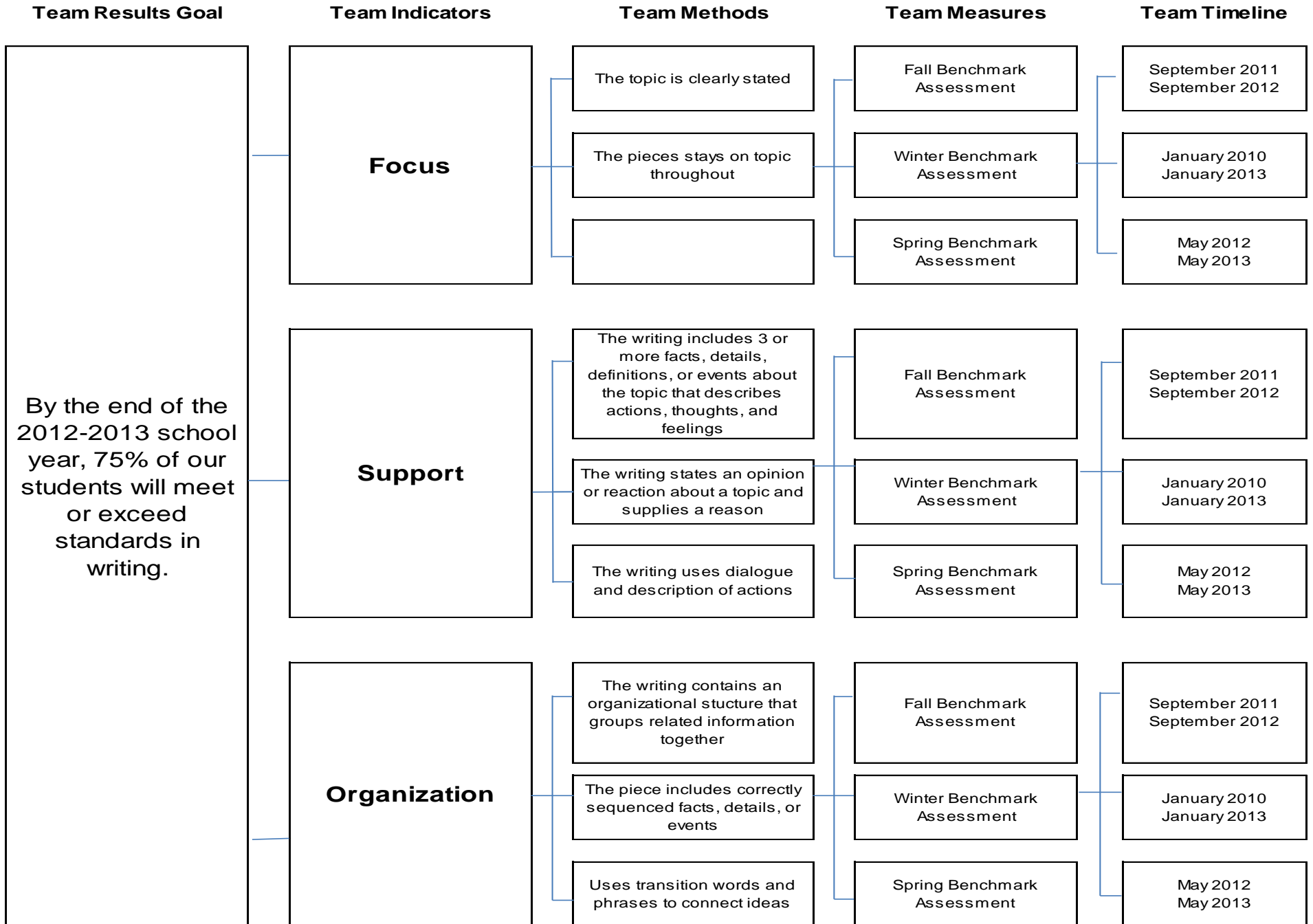
Appendix B - First Grade S.M.A.R.T. Goal Tree



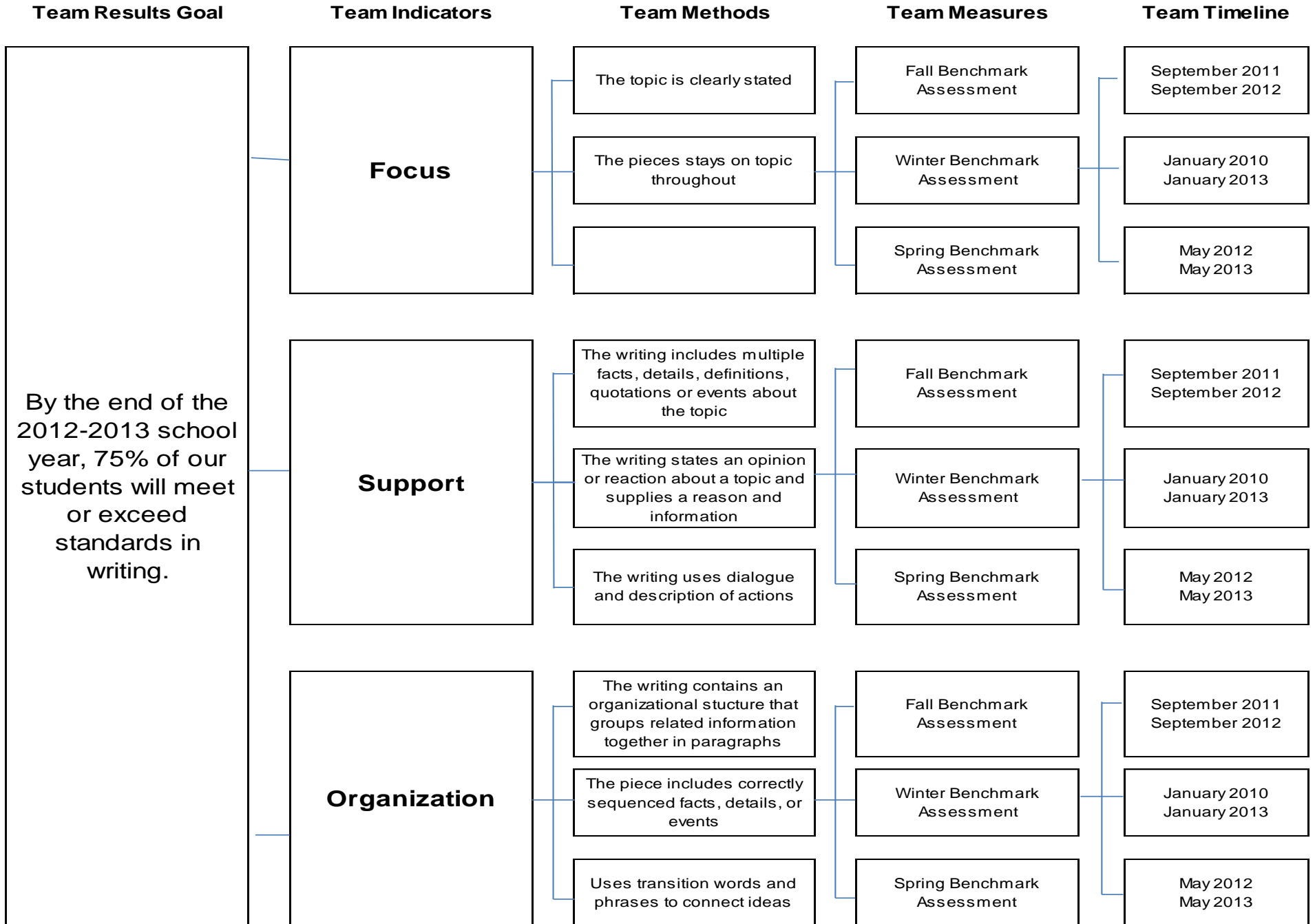
Appendix C - Second Grade S.M.A.R.T. Goal Tree



Appendix D - Third Grade S.M.A.R.T. Goal Tree



Appendix E - Fourth Grade S.M.A.R.T. Goal Tree



Appendix F - Fifth Grade S.M.A.R.T. Goal Tree

