

Reading

2006 – 2011 ELLIS SCHOOL DISTRICT #388 IMPROVEMENT & RESULTS-BASED STAFF DEVELOPMENT PLAN Reading Target Grades K-12 Academic Year Plan Created 2007-2008					
USD	#388	Building		Date Submitted	
Name of School	Ellis School District Ellis High School Washington Elementary	Grade Span	K-12	Date of Local Board Approval	
READING TARGET COMMITTEE MEMBERS:					
CURRENT LEVEL OF PERFORMANCE ON STATE ASSESSMENTS:					
Spring 2007 State Reading Assessment Data: Grade 3 – 84.2% of students Meet Standard; Indicator 1.4.6 – 44.7% Grade 4 – 94.7% of students Meet Standard; Indicator 1.4.6 – 56.5% Grade 5 – 89.5% of students Meet Standard; Indicator 1.4.6 – 59.6% Grade 6 – 95.5% of students Meet Standard; Indicator 1.4.5 – 80.2%; Indicator 1.4.6 – 82.8% Grade 7 – 95.8% of students Meet Standard; Indicator 1.4.6 – 72.2% Grade 8 – 93.8% of students Meet Standard; Indicator 1.4.6 – 67.0% Grade HS – 96.6% of students Meet Standard; Indicator 1.4.5 – 84.5%; Indicator 1.4.6 – 77.3%					
READING GOALS* based on weaknesses identified in the Needs Assessment: *Must be specific, measurable, attainable, based on needs, and fit within a specified timeframe.					
By 2007, there will be significant improvement in student’s performance on the State Assessment in Reading. <ul style="list-style-type: none"> • 96.1% of students Meet Standard in grades K-8 • 92.9% of students Meet Standard in grades 9-12 By 2010, there will be significant improvement in student’s performance on the State Assessment in Reading. <ul style="list-style-type: none"> • 98% of students Meet Standard in grades K-8 • 92% of students Meet Standard in grades 9-12 By 2010, there will be significant improvement in all student’s understanding of text structure (1.4.6) as measured by the State Assessment in Reading. <ul style="list-style-type: none"> • 100% of students in grades 3-5 to be at or above 67% correct on Indicator 1.4.6. • 100% of students in grades 6-8, HS to be at or above 80% correct on Indicator 1.4.6. By 2010, there will be significant improvement in all student’s use of information (inferences, draw conclusions) on Indicator 1.4.5. <ul style="list-style-type: none"> • 100% of students in grades 6 and HS to be at or above 86% correct on Indicator 1.4.5 					

Reading

**STATE STANDARD AND INDICATORS ADDRESSED
GRADES K-12
ACADEMIC YEAR Plan Created 2007-2008**

Standard

- Grade 3 – Indicator 1.4.6 – 44.7%; Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).
- Grade 4 – Indicator 1.4.6 – 56.5%; Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).
- Grade 5 – Indicator 1.4.6 – 59.6%; Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).
- Grade 6 – Indicator 1.4.5 – 80.2%; Uses information from the text to make inferences and draw conclusions.
- Grade 6 - Indicator 1.4.6 – 82.8%; Analyzes how text structure (e.g. sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.
- Grade 7 - Indicator 1.4.6 – 72.2%; Analyzes how text structure (e.g. sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.
- Grade 8 - Indicator 1.4.6 – 67.0%; Analyzes how text structure (e.g. sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.
- Grade 11 - Indicator 1.4.5 – 84.5%; Use information from the text to make inferences and draw conclusions.
- Grade 11 - Indicator 1.4.6 – 77.3%; Analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.

[The review of data also pointed to Indicator 1.3.5 Figurative Language and Indicator 1.4.14 Author’s position persuasive text; these areas will be focused on as part of the Communications/Language Arts Curriculum. Targets listed above will be focused on by all staff.]

(SUMMATIVE ASSESSMENTS OF STUDENTS’ ACHIEVEMENT AT THE CONCLUSION OF EACH SCHOOL YEAR AND AT THE CONCLUSION OF THE SCHOOL IMPROVEMENT CYCLE:

State Assessment in Reading Grades 3-8, 11

BENCHMARKS (FORMATIVE ASSESSMENTS)

Students will be assessed to determine progress toward grade appropriate goals aligned with the reading goals described above every nine weeks. Results of the assessments will be used to gauge progress, adjust instruction, and to determine necessary ongoing, job-embedded staff development.

Description	Timeline
Grades K-6, DIBELS (Identify struggling students; Grades 2-6 Fluency and Retell data)	Admin. Fall of each year
Grade 2, Johns Basic Reading Inventory	
Grades 3-8, HS KSDE Formative Assessments	Prior to Nov.1/Prior to Feb. 1
Compass Learning (K-6)	Admin. @ least 2 times per year or as part of each instructional unit

Reading

SELECTED STUDENT LEARNING STRATEGIES FOR GRADES K-12			
Description	Timeline	Person(s) Responsible	Resources
1.4.6 Text Structure Non-linguistic representations (Graphic Organizers) & consistent use of the Vocabulary (problem/solution, etc.)	Fall 2006 and Ongoing	Language Arts Teachers	MCREL –Reading in the Content Areas
1.4.5 Conclusions & Inferences Summarizing; Before/During/After Strategies	Fall 2006 and Ongoing	Language Arts Teachers	Classroom Instruction that Works When Kids Can't Read
Additional Support for students identified as below appropriate levels on state reading standards (Based on analysis of multiple formative assessments.)			
Description	Timeline	Person(s) Responsible	Resources
Extended Learning/Summer School (K-7)	June	Larry Campbell	
Auto Skill (2-12)	CB Instr./school day	Jill Wood, Jessica Scheck	
Impact Program (K-12)	Reg. School Day - Ongoing	Building Counselors / At-Risk Personnel	
P.A.T. (Birth to 3)	By appointment	Samantha Vanek	
Pre-School	M-F: Begin 10/2007	Samantha Vanek	
Seminar (7-12)	M, T, Th, F; during the school year	Building Counselors / Teachers	
Para Support	Based on identified Student Needs	Principals / Building Counselors	

Reading

RESULTS-BASED STAFF DEVELOPMENT PLAN					
Staff Development Goals for ALL Staff	Staff Development Strategies	Timeline	Person(s) Responsible	Resources	Evaluation
<p>Knowledge Level:</p> <p>Teachers will know and understand the reading strategies:</p>	<p>Curriculum Mapping – Align all curricular areas to state standards and assessments.</p> <ul style="list-style-type: none"> • Non-linguistic representations (GO) • Summarizing • Before/During/After Strategies <p>Technology Integration</p> <ul style="list-style-type: none"> • Generating and Testing Hypotheses • Cooperative Learning Practice 	Fall 2006 and Ongoing	<p>Robert Young</p> <p>All Staff</p>	<p>Curriculum Mapper Software</p> <p>Training in the identified strategies</p>	<p>Completed alignment in Curriculum Mapper.</p> <p>Lesson plans reflect indicators 1.4.6 and 1.4.5.</p>
<p>Application Level:</p> <p>Teachers will consistently use identified strategies to facilitate students' learning.</p>	<p>Share samples of student work related to identified strategies in PLC's.</p>	Fall 2006 and Ongoing	<p>Principals</p> <p>All Staff</p>	<p>Samples of student work</p>	<p>Teacher Documentation</p> <p>Principal Observation</p> <p>Feedback and student improvement</p>

Reading

RESULTS-BASED STAFF DEVELOPMENT PLAN					
Staff Development Goals for ALL Staff	Staff Development Strategies	Timeline	Person(s) Responsible	Resources	Evaluation
<p>Impact Level:</p> <p>Teachers will be able to demonstrate that the students' knowledge and skills related to reading comprehension have improved as evidenced by formative and summative assessments.</p>	<p>PLC's review and adjust instruction and curriculum maps based on analysis of KSDE Formative Assessments.</p>	<p>Fall 2006 and Ongoing</p>	<p>Robert Young</p> <p>Principals</p> <p>Language Arts Teachers</p>	<p>Curriculum Comm.</p> <p>Departmental and Integrated Teams</p>	<p>State Assessment Data</p> <p>Pre/Post Data</p>

Math

ELLIS SCHOOL DISTRICT #388 SCHOOL IMPROVEMENT & RESULTS-BASED STAFF DEVELOPMENT PLAN Math Target Grades K-12 Academic Year 2007-2008					
USD	#388	Building		Date Submitted	
Name of School	Ellis School District Ellis High School Washington Elementary	Grade Span	K-12	Date of Local Board Approval	
MATH TARGET COMMITTEE MEMBERS:					
CURRENT LEVEL OF PERFORMANCE ON STATE ASSESSMENTS:					
Spring 2007 State Math Assessment Data: Grade 3 – 76.2% of students Meet Standard; Indicator 1.4.A1 – 69.0%; Indicator 3.2.A1 – 72.2% Grade 4 – 84.2% of students Meet Standard; Indicator 3.2.A2 – 62.5%; Indicator 4.2.A2 – 65.6%; Indicator 1.4.A1 – 56.2% Grade 5 – 94.7% of students Meet Standard; Indicator 3.2.A1 – 57.9%; Indicator 1.4.K4 – 65.8%; Indicator 3.1.K3 – 84.2% Grade 6 – 81.8% of students Meet Standard; Indicator 1.4.K2 – 70.2%; Indicator 1.1.K2 – 69.0%; Indicator 1.1.K4 – 70.6% Grade 7 – 87.5% of students Meet Standard; Indicator 4.2.A3 – 70.6%; Indicator 3.2.A1 – 60.8%; Indicator 2.1.K1 – 67.7% Grade 8 – 91.2% of students Meet Standard; Indicator 4.1.K3 – 57.6%; Indicator 1.4.A1 – 64.9%; Indicator 1.2.K2 – 45.1% Grade 10 – 90.2% of students Meet Standard; Indicator 3.3.A1 – 73.9%; Indicator 2.2.K3 – 62.8%; Indicator 4.1.K3 – 80.0%					
MATH GOALS* based on weaknesses identified in the Needs Assessment: *Must be specific, measurable, attainable, based on needs, and fit within a specified timeframe.					
By 2007, there will be significant improvement in student’s performance on the State Assessment in Math. <ul style="list-style-type: none"> • 89.0% of students Meet Standard in grades K-8 • 84.8% of students Meet Standard in grades 9-12 By 2010, there will be significant improvement in student’s performance on the State Assessment in Math. <ul style="list-style-type: none"> • 91% of students Meet Standard in grades K-8 • 92% of students Meet Standard in grades 9-12 By 2010, there will be significant improvement in all student’s ability to solve real world problems as measured by the State Assessment in Math. <ul style="list-style-type: none"> • 100% of third grade students will be at or above 87% correct on Indicator 1.4.A1. • 100% of fourth grade students will be at or above 80% correct on Indicator 1.4.A1. • 100 % of eighth grade students will be at or above 76% correct on Indicator 1.4.A1. By 2010, there will be significant improvement in all student’s ability to use measurement skills assessed on the State Assessment in Math. <ul style="list-style-type: none"> • 100% of third grade students will be at or above 87% correct on Indicator 3.2.A1. • 100% of fourth grade students will be at or above 78% correct on Indicator 3.2.A2. • 100% of fifth grade students will be at or above 78% correct on Indicator 3.2.A1. • 100% of seventh grade students will be at or above 80% correct on Indicator 3.2.A1. • 100% of HS students will be at or above 78% correct on Indicator 3.3.A1. 					

Math

**STATE STANDARD AND INDICATORS ADDRESSED
GRADES K-12
ACADEMIC YEAR 2007-2008**

Standard

- Grade 3 – Indicator 1.4.A1 – 69.0%; Solves one-step real world addition or subtraction problems with: a) whole numbers from 0-10,000 b) monetary amounts using dollar and cents notation through \$500.00
- Grade 3 - Indicator 3.2.A1 – 72.2%; Solves real-world problems by applying appropriate measurements: a) length to the nearest inch, foot, or yard b) length to the nearest centimeter or meter; e) number of days in a week.
- Grade 4 – Indicator 3.2.A2 – 62.5%; Estimates to check whether or not measurements and calculations for length, width, weight, volume, temperature, time and perimeter in real-world problems are reasonable.
- Grade 4 - Indicator 1.4.A1 – 56.2%; Solves one and two step problems with one or two operations using these computational procedures: a) adds and subtracts whole numbers from 0-10,000 and when used as monetary amounts; b) multiplies through a two-digit whole number by a two-digit whole number; c) multiplies whole dollar monetary amounts (up through three digit) by one- and two-digit whole number; d) multiplies monetary amounts less than \$100 by whole numbers less than ten; e) figures correct change through \$20.00.
- Grade 5 – Indicator 3.2.A1 – 57.9%; Solves real world problems by applying appropriate measurements and measurement formulas: a) length to the nearest eighth of an inch or to the nearest centimeter; c) weight to the nearest whole unit (pounds, grams, nonstandard units); f) months in a year and minutes in an hour; g) perimeter of squares, rectangles, and triangles h) area of squares and rectangles.
- Grade 6 – Indicator 1.4.K2 – 70.2%; Performs and explains these computational procedures: a) divides whole numbers through a 2-digit divisor and a 4-digit dividend and expresses the remainder as a whole number, fraction or decimal; f) adds, subtracts, and multiplies fractions (including mixed numbers) expressing answers in simplest form.
- Grade 6 - Indicator 1.1.K2 – 69.0%; Compares and orders: a) integers b) fractions greater than or equal to zero c) decimals greater than or equal to zero through thousandths place.
- Grade 7 – Indicator 4.2.A3 – 70.6%; Recognizes and explains: a) misleading representations of data b) the effects of scale or interval changes on graphs of data sets.
- Grade 7 - Indicator 3.2.A1 – 60.8%; Solves real-world problems by: c) finding perimeter and area of two-dimensional composite figures of squares, rectangles, and triangles.
- Grade 7 – Indicator 2.1.K1 – 67.7%; Identifies, states, and continues a pattern presented in various formats including numeric (list or table), algebraic (symbolic notation), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written using these **attributes**:
- a. ▲ counting numbers including perfect squares, cubes, and factors and multiples (number theory) (2.4.K1a);
 - b. ▲ positive rational numbers including arithmetic and geometric sequences (arithmetic: sequence of numbers in which the difference of two consecutive numbers is the same, geometric: a sequence of numbers in which each succeeding term is obtained by multiplying the preceding term by the same number)
- Grade 8 – Indicator 4.1.K3 – 57.6%; Finds the probability of a compound event composed of two independent events in an experiment, simulation, or situation.
- Grade 8 - Indicator 1.4.A1 – 64.9%; Generates and/or solves one-and two-step real-world problems using computational procedures and mathematical concepts: a) rational numbers b) the irrational number pi as an approximation; c) applications of percents.
- Grade 8 – Indicator 1.2.K2 – 45.1%; Identifies all the subsets of the real number system [natural (counting) numbers, whole numbers, integers, rational numbers, irrational numbers] to which a given number belongs
- Grade 10 – Indicator 3.3.A1 – 73.9%; Analyzes the impact of transformations on the perimeter and area of circles, rectangles, and triangles and volume of rectangular prisms and cylinders.
- Grade 10 - Indicator 4.1.K3 – 80.0%; Explains the relationship between probability and odds and computes one given the other.
- Grade 10 – Indicator 2.2.K3 – 62.8%; Solves systems of linear equations with two unknowns using integer coefficients and constants

(SUMMATIVE ASSESSMENTS OF STUDENTS' ACHIEVEMENT AT THE CONCLUSION OF EACH SCHOOL YEAR AND AT THE CONCLUSION OF THE SCHOOL IMPROVEMENT CYCLE:

Math

BENCHMARKS (FORMATIVE ASSESSMENTS)

Students will be assessed to determine progress toward grade appropriate goals aligned with the math goals described above every nine weeks. Results of the assessments will be used to gauge progress, adjust instruction, and to determine necessary ongoing, job-embedded staff development.

Description	Timeline
KSDE Formative Assessments 3-8, HS	Prior to Nov. 1/Prior to Feb. 1
Compass Learning (K-3)	Ongoing
Chapters Tests (K-HS)	End of Chapter
Unit Tests (K-HS)	End of Unit
Semester Tests (HS)	Dec & May

SELECTED STUDENT LEARNING STRATEGIES FOR GRADES K-12

Description	Timeline	Person(s) Responsible	Resources
Solve real world problems (3-1.4.A1, 4-1.4.A1, 8-1.4.A1) <ul style="list-style-type: none"> • Generating and Testing Hypotheses • Cooperative Learning Measurement skills assessed on the State Assessment in Math. (3-3.2.A1, 4-3.2.A2, 5-3.2.A1, 7-3.2. A.1, HS-3.3.A1) <ul style="list-style-type: none"> • Practice 	Fall 2006 and Ongoing	Math Teachers	

Math

Additional Support for students identified as below appropriate levels on state math standards (Based on analysis of multiple formative assessments.)			
Description	Timeline	Person(s) Responsible	Resources
Extended Learning/Summer School (K-7)	June	Larry Campbell	
Auto Skill (2-12)	CB Instr./school day	Jill Wood, Shirley Kuppetz	
Impact Program (K-12)	Reg. School Day - Ongoing	Building Counselors / At-Risk Personnel	
Seminar (7-12)	M, T, Th, F; during the school year	Building Counselors / Teachers	
Para Support	Based on identified student need	Principals / Building Counselors	
PAT (Birth to 3)	By Appointment	Samantha Vanek	
Pre-School	M-F: Begin 10/2007	Samantha Vanek	

Math

RESULTS-BASED STAFF DEVELOPMENT PLAN					
Staff Development Goals for ALL Staff	Staff Development Strategies	Timeline	Person(s) Responsible	Resources	Evaluation
<p>Knowledge Level:</p> <p>Teachers will know and understand the math strategies:</p> <hr/>	<p>Curriculum Mapping – Align all curricular areas to state standards and assessments.</p> <ul style="list-style-type: none"> • Non-linguistic representations (GO) • Summarizing • Before/During/After Strategies <p>Technology Integration</p> <ul style="list-style-type: none"> • Generating and Testing Hypotheses • Cooperative Learning Practice 	<p>Sept. 25, 2006 – May 24, 2007</p>	<p>Jill Wood</p>	<p>Training</p>	<p>Unit Plans</p> <p>Training Evaluation (My Learning Plan)</p>
<p>Application Level:</p> <p>Teachers will consistently use identified strategies to facilitate students' learning.</p>	<p>PLC'S discuss implementation of unit plans.</p>	<p>Fall 2006 and Ongoing</p>	<p>Principals</p> <p>All Staff</p>	<p>Samples of student work</p>	<p>Teacher Documentation</p> <p>Principal Observation</p> <p>Feedback and student improvement</p>

Math

RESULTS-BASED STAFF DEVELOPMENT PLAN					
Staff Development Goals for ALL Staff	Staff Development Strategies	Timeline	Person(s) Responsible	Resources	Evaluation
<p>Impact Level:</p> <p>Teachers will be able to demonstrate that the students' knowledge and skills related to math have improved as evidenced by formative and summative assessments.</p>	<p>PLC's review KSDE Formative Assessments.</p>	<p>Fall 2006 and Ongoing</p>	<p>Robert Young</p> <p>All Staff</p>	<p>Curriculum Comm.</p> <p>Departmental and Integrated Teams</p>	<p>State Math Assessment Data</p> <p>Pre/Post Data</p>