

Aurora Public Schools

SCHOOL IMPROVEMENT PLAN

School: Peoria Elementary
 Title I School: Yes No

Principal: Lisa Toner
 If Title I School: Targeted Assistance or Schoolwide Program

Area	2007-08	2008-09	2009-10
Accreditation Status	Y	Y	Y
CLB Identified (Met AYP – Y/N)	N	N	N
CLB Status Math	N	N	N
CLB Status Reading	N	N	Y
AR Rating	low	low	

NCLB Area(s) for Improvement	2007-08	2008-09	2009-10
Whole School (Reading, Math, None)	Reading/Math	Reading/Math	Reading/Math
Subgroup Math (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			
Subgroup Reading (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			

School Improvement Planning Team (Include names and titles):

Administrators: Lisa Toner, Principal, Jesus Germes, TOSA Admin
 Teachers: Becky Slater, ELA Teacher Leader, Michelle Koch, Math Teacher Leader, Maureen Flander, Literacy Teacher Leader, Deidre Meyer, Math Teacher Leader, Denise Schmersal, ELA Teacher Leader
 Support Services: Vicki Weseman, Director
 Parents: Gloria Loya, Family Liason

Principal Signature

Date

District Signature

Date

Peoria Demographics 2009-10

Native American	1 %
Asian	2 %
Black	14 %
Hispanic	76 %
White	7 %

Limited English Proficiency 2007-10

07-08	74.5%
08-09	70.9%
09-10	69.4%

Students on Free or Reduced Lunch

Free	76%
Reduced	10%
Neither	14%

Stability and Transiency Rates

Stability	402 students	84.28%
Transiency	203 students	42.56%

ILP Status

Status 1	275 students
Status 2	30 students
Exited	7 students

Peoria Elementary Staff 2009-10 - (Hired 6 new staff members in 2009-10)

Teaching Staff	Classified Instructional Support	Support Staff
<p>Total: 26 Classroom Teachers: 20 Teacher Leaders: 5 (1 literacy, 2 math, 2 ELA) Art, Music & PE: 3 Special Education Mod. Needs: 2</p>	<p>Total: 13 Educational Assistants: ✓ ELA 2 ✓ Media/Tech: 2 Paraeducators ✓ Classrooms: 7 Preschool Facilitator: 1 ✓ Paraeducator Preschool: 1</p>	<p>Total: 18 Principal: 1 TOSA Admin: 1 Office Staff: 3 Family Liaison: 1 Custodial: 3 Kitchen: 3 <i>Part-time Staff</i> Social Worker: 1 Family Lit. Teacher: 1 Itinerant Staff: 4 ✓ Psychologist, OT, Speech, Nurse</p>

2 Endorsed Teachers with ELA certification
 2 teachers with ELA certificates
 4 teachers working on certificates

Community

Parents/Families	Community and Community Businesses
<ul style="list-style-type: none"> <input type="checkbox"/> Back to school night <input type="checkbox"/> Back to school kick off <input type="checkbox"/> Toyota Families in Schools Program 38 – Families <input type="checkbox"/> The Learning Source Evening English Classes <input type="checkbox"/> Peoria Parent Teacher Organization (PTO) <input type="checkbox"/> Peoria Accountability Advisory Committee (SAAC) <input type="checkbox"/> Parent Coffees <input type="checkbox"/> Family Math and Literacy Nights <input type="checkbox"/> Carnival Night 	<ul style="list-style-type: none"> ☉ Verizon Business Volunteers for various literacy activities ☉ International Cultural Fair ☉ Junior Achievement in a Day ☉ Volunteer Breakfast

- Parent coffees are held on a monthly basis to inform parents of various educational and parent topics of importance. These include: CSAP, CELA, school attendance and truancy, preparation for parent/teacher conferences, and homework.
- Parent and student carnival is a fund raising opportunity to support programs for parents and their children, such as: family math and literacy nights.
- Toyota Families in Schools (TFS) - The premise behind the project is to bring parents or primary caregivers to school with their children and give them the basic skills they need to be actively involved with their children's education. In this case, parents learn to speak, read and write in English. They also learn about community resources available to them. School staff teaches them about curriculum, discipline plans and child development. Both parents and school staff become familiar and comfortable with one another. Parents help their children in the classroom weekly, volunteer a minimum of 15 hours in the school per year and are guided to ensure they have the skills they will need to do classroom activities successfully. The four components of TFS: Children's Education, Adult Education, Parent Time, and Parent and Child Together (PACT) Time.

Reading Achievement Goal:										
Grade	Current	Goal		Grade	Current	Goal		Grade	Current	Goal

Kinder	60.4%	65%		1 st	15.4%	50%		2 nd	16%	50%
3 rd	39%	42%		4 th	28%	33%		5 th	39%	42%

Growth Goal: The median growth percentile in reading will increase from 23%ile to the 50%ile in 4th grade and from 68%ile to the 70%ile in 5th grade.

Equity Goal: The percentage of Hispanic students reaching proficient or advanced on CSAP will increase by 10% (from 31% to 41%) in order to narrow the gap.

Strategic Actions: Shift towards the refinement stage of the implementation of Mondo and deepen our understandings of all components of the literacy block.

<p><u>Assessment:</u> Develop common understandings around collection of data to ensure reliability and consistency (DRA-2, Mondo assessments, running records, high frequency words, fluency).</p> <p>Develop understandings of on-going collection of learning data through monitoring notes for all learners (reading, skills, and ELD).</p>	<p>Tuesday morning professional development meetings organized around literacy and math topics. Groupings will be whole group, individual teams, and K-2/3-5.</p> <p>Observations in classrooms through learning walks conducted by leadership team, district coaches, and interested teachers.</p> <p>Individual coaching with teacher leaders for first year teachers and other interested staff.</p>
<p><u>Evaluation:</u> Learning how to use assessment data to look for student strengths and next steps as they develop as readers.</p>	<p>Development of teacher leaders by the district coach to support development of classroom, facilitation skills, leadership, and coaching as directed by the teacher leader continuum.</p>
<p><u>Planning:</u> Construct schedule to ensure a daily literacy block which includes 55 minutes of reading and 25 minutes of skills.</p> <p>Construct reading block to include whole-group, small-group and independent work, and share time.</p> <p>Use evaluated data to plan for whole and small groups and provide individual feedback for all students.</p> <p>Using on-going data to re-evaluate and adjust groups and make decisions about independent work.</p>	<p>Development of demonstration rooms by teacher leaders and the district coach to provide leadership opportunities for demonstration teachers and observational opportunities for staff.</p> <p>Monthly grade level student achievement meetings to assess student progress, align data collection, and target instruction.</p> <p>Weekly grade level team planning to utilize resources and knowledge of the whole team to improve student achievement.</p> <p>Weekly grade level co-planning and co-teaching of ELD block.</p>

Construct an ELD block using all components the ELD lesson plan to ensure high-levels of student talk organized around the functions of language.

Teaching:

Revisit whole group and small group strategies to refine instruction for all students (shared reading, guided reading, oral language reading, read to).

Construct learning environments which maximize space and resources to ensure learning occurs for all students (Conditions of Learning, task boards, centers).

Conduct ELD block which maximizes student participation and talk that will develop oral English abilities.

Metrics: CSAP, DRA-2, Mondo Assessments, Interim Assessments, CELA, Pacing Guides

Writing Achievement Goal:										
Grade	Current	Goal		Grade	Current	Goal		Grade	Current	Goal
3 rd	20%	25%		4 th	20%	25%		5 th	37%	40%
Growth Goal: The median growth percentile in writing will increase from <u>55%ile</u> to the <u>60%ile</u> in 4 th grade and from <u>60%ile</u> to the <u>65%ile</u> in 5 th grade.										
Equity Goal: The percentage of Hispanic students reaching proficient or advanced on CSAP will increase by 5% (from 24% to 29%) in order to narrow the gap.										
Strategic Actions: Development of writers through the explicit teaching of the writing process using the resources of Units of Study, Mondo’s Pathways, Word Study, and Daily Language Instruction										
<u>Assessment:</u> Develop common understandings around the collection of writing data. Develop understandings of on-going collection of learning data through monitoring notes.				<p>Tuesday morning professional development meetings organized around literacy and math topics. Groupings will be whole group, individual teams, and K-2/3-5.</p> <p>Observations in classrooms through learning walks conducted by leadership team, district coaches, and interested teachers.</p>						
<u>Evaluation:</u> Learning how to use writing samples to look for student strengths and next steps as they develop as writers.				<p>Individual coaching with teacher leaders for first year teachers and other interested staff.</p> <p>Development of teacher leaders by the district coach to support development of classroom, facilitation skills, leadership, and coaching as directed by the teacher leader continuum.</p>						
<u>Planning:</u> Construct schedule to ensure a daily writing block which includes 55 minutes of writing. Construct writing block to include whole-group, small-group and independent work, and share time. Use evaluated data to plan for whole and small groups and provide individual feedback for all students through conferences. Using on-going data to re-evaluate and adjust groups and make decisions about independent work. Construct an ELD block using all components the ELD lesson plan to ensure high-levels of student talk organized around the functions of language.				<p>Development of demonstration rooms by teacher leaders and the district coach to provide leadership opportunities for demonstration teachers and observational opportunities for staff.</p> <p>Monthly grade level student achievement meetings to assess student progress, align data collection, and target instruction.</p> <p>Weekly grade level team planning to utilize resources and knowledge of the whole team to improve student achievement.</p> <p>Weekly grade level co-planning and co-teaching of ELD block.</p>						

<p>Teaching: Revisit whole group and small group strategies to refine instruction for all students (write to, shared writing, guided writing, writing conferences).</p> <p>Construct learning environments which maximize space and resources to ensure learning occurs for all students (Conditions of Learning).</p> <p>Conduct ELD block which maximizes student participation and talk that will develop oral English abilities that will transfer to writing.</p>	
<p>Metrics: CSAP, Interim Assessments, CELA, Writing Pacing Guides, Elements of Genre Grid</p>	

Math Achievement Goal:										
Grade	Current	Goal		Grade	Current	Goal		Grade	Current	Goal
3 rd	34%	37%		4 th	37%	40%		5 th	45%	48%
<p>Growth Goal: The median growth percentile in math will increase from <u>52%ile</u> to the <u>55%ile</u> in 4th grade and from <u>72%ile</u> to the <u>75%ile</u> in 5th grade.</p>										

<p>Equity Goal: The percentage of Hispanic students reaching proficient or advanced on CSAP will increase by 10% (from 37% to 47%) in order to narrow the gap.</p>	
<p>Strategic Actions: Development of mathematicians through fidelity of implementation that utilizes Math Pacing Guides, Investigations, and appropriate Kathy Richardson resources and assessments</p>	
<p><u>Assessment:</u> Develop common understandings around the collection of math data to ensure reliability and consistency. (Kathy Richardson assessments, Place Value assessment, Investigations pre/post assessments, rational number assessment, interim assessment)</p> <p>Develop understandings of on-going collection of learning data through monitoring notes.</p>	<p>Tuesday morning professional development meetings organized around literacy and math topics. Groupings will be whole group, individual teams, and K-2/3-5.</p> <p>Observations in classrooms through learning walks conducted by leadership team, district coaches, and interested teachers.</p> <p>Individual coaching with teacher leaders for first year teachers and other interested staff.</p> <p>Development of teacher leaders by the district coach to support development of classroom, facilitation skills, leadership, and coaching as directed by the teacher leader continuum.</p>
<p><u>Evaluation:</u> Learning how to use assessment data to look for student strengths and next steps as they develop as mathematicians and charting results on CLPs and PVCs.</p>	<p>Development of demonstration rooms by teacher leaders and the district coach to provide leadership opportunities for demonstration teachers and observational opportunities for staff.</p>
<p><u>Planning:</u> Construct schedule to ensure a daily math block which includes 85 minutes of math.</p> <p>Construct math block to include launch, explore, debrief, stations, and number talks.</p> <p>Use evaluated data to plan for small groups, number talks, stations, and to provide individual feedback for all students.</p> <p>Using on-going data to re-evaluate and adjust stations and number talks.</p> <p>Plan for meaningful discourse around math concepts.</p>	<p>Monthly grade level student achievement meetings to assess student progress, align data collection, and target instruction.</p> <p>Weekly grade level team planning to utilize resources and knowledge of the whole team to improve student achievement.</p>
<p><u>Teaching:</u> Revisit whole group and small group strategies to</p>	

<p>refine instruction for all students (number talk, launch, explore, debrief, stations).</p> <p>Construct learning environments which maximize space and resources to ensure learning occurs for all students (Conditions of Learning, stations).</p>	
<p>Metrics: CSAP, Interim Assessments, Math Pacing Guides, Place Value Continuum, Critical Learning Phase Charts bases on Kathy Richardson assessments, Investigation Assessments</p>	

Community -- Parent and Community Engagement Goal

Goal:
 We will increase Parent Involvement in each classroom from 7% to 10% with 20 hours of parent volunteering.
 Parent Participation at school functions will be at a minimum of 80% for every classroom.
 Increase Parent involvement with attending parent/teacher conferences and ILP conferences 90%.

Objectives:

Work closely with Family Liaison and the Peoria Staff to increase the number of parent activities as well educate parents on the importance of being involved in their students' education and strategies they can help their students with at home.

Strategic Actions:

Back to School Kick-Off Participate with the school district with this opening event of the school year so parents can learn more about Peoria Elementary

Back to School Night Opening school even to develop relationships with parents and to give them the latest information about Peoria and Aurora Public Schools

School Accountability Advisory Committee: Review Family and Community Involvement Survey from 2007-08

Parent Coffees: held monthly in order for parents to receive information about various academic topics.

Family Literacy, Family Math Night: activities set up in all classrooms centered on Mondo and Kathy Richardson stations to provide parents with ways to increase these skills at home.

Toyota Families in Schools: Day-time English classes provided to parents of Peoria students, PACT activities in child's classrooms

GED Classes Supports Peoria parents and families to earn their GED

Junior Achievement JA in a Day provides opportunities for community members to served as valuable role models by sharing their personal and professional successes with our students

Parent Teacher Organization: Supports Peoria by conducting fundraisers, sponsoring family functions, supporting after school programs

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions
Focus on the needs of the community to develop an atmosphere of inclusion and collaboration through developing a group of key parent communicators for Peoria.	Administrative Team, Family Liaison Toyota Families in Schools Parents	August – September	TFS Budget	Bring parents in for select presentation and trainings by the Peoria staff.
Track parent involvement with volunteering and parent participation in PTO Manager	Family Liaison, Classroom Teachers	Ongoing		District sponsored training
Ensure parent communication is frequent (flyers and ConnectEd)	Family Liaison, Classroom Teachers, Office Staff, Administrative Team, Parents	Ongoing		
Ensure topics for parent coffees and family nights are centered on instruction.		Ongoing	Parental Involvement budget from Peoria Title 1 funds	

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions
Work with School Accountability Advisory Committee on climate, community involvement and academic goals.	Principal, SAAC Chairperson, Family Liaison	Ongoing		Send Parents to District Accountability Meetings
Receive frequent parent feedback.	Administrative Team,	Ongoing	Parent and Community Survey, Parent questionnaires	Look for resources in alignment with building beliefs.

<p>Invite parents to building wide training and curriculum development for staff development.</p> <p>Parent and Child Together (PACT)</p>	<p>Family Liaison</p> <p>Administrative Team, Family Liaison</p> <p>TFS Team</p>	<p>November and Ongoing</p>	<p>Parental Involvement budget from Peoria Title 1 funds</p>	
<p>Metric(s): Family and Community Involvement Survey; Data Summary from the Family Liaison; Classroom/Parent Sign in sheets</p>				

Environment - Staff Climate and Culture Goal

<p>Goal:</p> <p>Our goal is to increase the majority of our results into the “agree and strongly agree” ranking in the following identified areas:</p> <ul style="list-style-type: none"> • I am able to influence the decisions that are made by my school/site. 66% • Employees are empowered to help solve problems. 77% • Teachers are allowed to focus on educating students with minimal interruption. 63%
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Gather input from all staff members on our Peoria Climate Survey ➤ Identify strengths and areas for growth ➤ Develop a plan to build our capacity

Strategic Actions:

Review and analyze the Peoria Staff Climate Survey and have staff develop strategies for next steps

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions
Share survey data with the entire staff.	Principal	August		
Develop a school climate of trust and teamwork.	Peoria Staff	Ongoing		
Develop climate areas that staff agrees are areas of concern, or places we can grow.	Building Council/Peoria Staff	August – September		
Develop a building plan to build all staff members' capacity, which creates an atmosphere of inclusion in our school community.	Building Council	September – October		
Publish and communicate building plan so that we can recognize staff successes based on strengths identified in our commitments and agreements of our plan.	Administrative Staff Building Council	October and ongoing		Professional Development opportunities in building meetings occur.

Metric(s): Climate Surveys and District Surveys

Environment - School Safety, Climate and Culture Goal – (Students)

<p>Goal: To decrease the number of suspensions (26 total days of suspension) by 20%. Overall develop a school culture that supports students in positive ways.</p>				
<p>Objectives: Full implementation of the Positive Behavior Support system. Review all discipline data to make informed decisions regarding discipline</p>				
<p>Strategic Actions: ◆ Develop a PBS team which will fully roll out all the expectations and guidelines for the PBS model</p>				
Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions

<p>Ensure grade level representation, special education and ELA participation</p>	<p>Principal and TOSA Administrative Support</p>	<p>July 2009 – June 2010</p>		<p>Professional development will take place with the Colorado Department of Education as well as Aurora Public Schools throughout the school year.</p>
<p>Professional development training for small number of teachers as to use the “train the trainer” model</p>	<p>PBS committee, including PBS coach</p>	<p>June 2009 – July 2010</p>		<p>Professional development for teachers and staff will take place on an on-going basis starting with our classified staff.</p>
<p>Continue to develop positive behavior incentives school wide</p>	<p>PBS committee</p>	<p>August 2009</p>		
<p>Develop clear and consistent expectations building wide so all students know policies and procedures.</p>	<p>PBS committee</p>	<p>August 2009 and on-going</p>		
<p>Develop office referral form so all staff clearly know what to send to administrative team and what to handle in the classroom.</p>	<p>PBS committee</p>	<p>September-October 2009</p>		
<p>Send home positive parent postcards to students who have displayed positive behavior.</p>	<p>All teachers</p>	<p>On-going</p>		
<p>Create parent letter to inform parents how to support the program at home.</p>	<p>PBS committee</p>	<p>August 2009</p>		
<p>Metric(s): Infinite Campus data; Surveys; Staff success stories</p>				

Environment - Attendance and Enrollment Goal

Goal:
Maintain Peoria’s attendance rate of 96%.

Objectives:
Reduce the amount of tardiness and unexcused absences at all grade levels.

Strategic Actions:
Support the district truancy initiative in VISTA 2010 and track attendance of Peoria students to identify most “at risk” students.

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions
Improve attendance procedures and the taking of attendance	Administrative Team, Office Clerk, Health Paraeducator, Peoria Licensed Staff	August		
Use district data to identify strengths and concerns and develop next steps.	Family Liaison Office Clerk Administrative Team	September		Professional development activities on how to communicate with parents during a home visit.
Identify students who need assistance with getting to school on time every school day.	Family Liaison Licensed Teaching Staff	October		
Develop a home visitation schedule with families who need intervention strategies because of poor student attendance.				

Metric(s): Infinite Campus Attendance Reports; Home Visit Reports through Family Liaison

Environment - Instructional Technology Goal

Goal:
To increase the use of instructional technology across all content areas to improve student achievement

Objectives:
Develop key professional development opportunities for staff on the instructional use of technology resources (Promethean Board, Ipods, Activevotes, Activeslates)
Develop the capacity of staff to use technology to support instruction.
Guide professional development for staff with expectations for students to acquire specific skills at each grade level.

Strategic Actions:
Account for resources onsite and new resources needed to have successful professional development and student learning programs.

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions
Design course for Promethean users	Technology/Media Educational Assistants	September	Title I budget	
Conduct course for teachers with Promethean boards	Technology/Media Educational Assistants	September	Title I budget	Before school professional development
Develop expertise with educational and district software with the Peoria Staff	Principal Technology/Media Educational Assistants	October		
Integrate use of Ipods for enrichment	Kindergarten and First Grade Teacher Technology/Media Educational Assistants	September	Title I Budget	Ongoing professional development from Technology/Media Educational Assistants and District Tech Coach

Metric(s): Survey and Inventory by Peoria Technology Team. Guidelines, look-fors and expectations for classroom technology, classroom use and walk-throughs with all Peoria staff.

