



Student Learning Goal for: Runyon Elementary School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
By 2012, 95% of all students will be at grade level or above in writing as measured by the student achievement index.  85% in 08/09	Paragraph Writing – Organization /Ideas & Content	Common assessments scored with district rubrics  CSAP	Targets for 2009/10 A grade level average of 85% of students score a 3 or above at the end of the second trimester. 90% at the end of the 3 <sup>rd</sup> trimester.  85% of students score at Proficient or above on CSAP				Implement the ULF as designed by the district and document/observe the “look fors.” Follow up with IC/ Principal/ Dean observation /feedback using district ‘Look Fors’.  Continue to study and implement the <u>Units of Study for Teaching Writing</u> .  Small groups of teachers to watch/discuss Lucy Calkins DVDs from Columbia Teacher’s College Reading and Writing Project.
<b>09-10</b>		Teacher Grades  Classroom Observation Data/PLC reports	80% of all students will be on or above grade level in the writing during the 1 <sup>st</sup> marking period. 85% during the second marking period. 90% by the 3 <sup>rd</sup> marking period.  100% of classroom teachers will demonstrate all of the look fors in ULF				
<b>10-11</b>	Extended responses – Organization/Ideas & Content	Common Assessments scored with district rubrics  CSAP	Targets for 2009/10 A grade level average of 85% of students score a 3 or above at the end of the second trimester. 90% at the end of the 3 <sup>rd</sup> trimester.  85% of students score at Proficient or above on CSAP				
<b>11-12</b>		Teacher Grades  Classroom Observations data/PLC reports	80% of all students will be on or above grade level in the writing standards during the 1 <sup>st</sup> marking period. 85% during the second marking period. 90% by the 3 <sup>rd</sup> marking period.  100% of classroom teachers will demonstrate all of the look fors in ULF				



								<p>Staff development in use of writing rubrics and anchor papers.</p> <p>Each PLC team to track and monitor student progress (Assess Track, common assessments, teacher records, anecdotal data). Collect data and report on PLC feedback sheet.</p> <p>Continue work with <u>Better Answers</u> format and strategy in writing responses</p> <p>Continue to reference Essential Learning Framework as we work in PLCs and vertical teams</p>
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Equity Access Goal for: Runyon Elementary School

Goals	Indicators	Measures	Target	Progress Checks			Action Priorities
				1	2	3	
By 2012 90% of students identified on Assess Track as being at risk for either decreasing one proficiency level in reading or within range of increasing one proficiency level in reading will raise their proficiency to the higher proficiency level as measured by the body of evidence including Assess Track  85% in 08/09	Reading Comprehension	CSAP	Targets for 2009/10  80% of identified students will increase proficiency level				Lesson Study: Teachers will collaboratively plan, observe, and analyze classroom lessons with 'differentiation' as the focus. Incorporate strategies from <b><i>Differentiated Instructional Strategies</i></b> and other sources.  The 11 teachers who attended the 4 day summer training on Differentiation will present one new strategy per month at a faculty meeting.  All faculty will have access to all presentations (online) from the 2009 National Conference on Differentiation. Specific presentations will be shared at faculty meetings.
		Teacher Grades	80% of identified students will be on or above grade level standards by the 2 <sup>nd</sup> trimester				
<b>09-10</b>		MAP	80% of identified students will increase their score to the next proficiency level according to score on Spring 2010 MAP and documented on Assess Track				
		DRA2	80% of identified students will read at the independent level of the DRA2 continuum for their grade level reading target.				
<b>10-11</b>	Fluency/Word Accuracy	DRA 2	Targets for 2009/10  80% of identified students will read at the independent level of the DRA2 continuum for their reading target.				One designated teacher will work with the G/T Department to develop/access online resources for differentiation in Reading.  Principal/IC/Dean will regularly observe classrooms and provide
		Running Records	80% of students will demonstrate a minimum of 90% word accuracy on frequent Running Record checks.				



		AIMSweb	95% of Identified Early Literacy Intervention students (grades 1-3) will demonstrate growth according to the frequent, year long reading probes as measured by AIMSweb			<p>feedback using the “Look Fors” in the ULF.</p>
11-12						<p>Grades 3-5 will use <b>Words Their Way</b> for word study/word work. Instruction will reflect the appropriate individual student’s developmental stage/continuum.</p> <p>PLCs will develop specific methods to track/monitor student progress and use PLC time to analyze/reflect upon progress. Information will be reported out on feedback sheets and used to inform instructional decisions for the identified students.</p>



Climate/Culture Goal for: Runyon Elementary School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
<p>By 2012 Runyon Elementary School will have fully and successfully implemented and expanded the School-Wide Positive Behavior Support program</p> <p>Post SET 2009 87/80 indicates full fidelity to PBS</p>	<p>School-wide Evaluation Tool (SET) feature area:</p> <p>Monitoring and Decision Making</p>	<p>Progress on SET Feedback form.</p>	<p>Targets for 2009/10</p> <p>Maintain score of at least 80/80 on PBS SET</p>				<p>Monthly meetings of PBS school team to plan strategies/ activities.</p> <p>Revisit the acknowledgement system and fine-tune for school-wide and classroom expectations.</p> <p>Use discipline data to make decisions, design, implement and revise school-wide behavioral support efforts.</p> <p>Implement ongoing training activities and modify based on school data.</p> <p>Problem behaviors to receive consistent consequences and follow-up.</p> <p>Create plan for sharing SWIS data with staff</p>
<p><b>09-10</b></p>		<p>SWIS data</p>	<p>Expand PBS by using SWIS Data Collection</p>				
<p><b>10-11</b></p>							
<p><b>11-12</b></p>							