

Legacy Academy
 Student Achievement Plan
 Elizabeth, Colorado
 School Year 2007-2008

READING – Increase the number of students scoring proficient or advanced on the CSAP reading by 1%

Data Sources and Analysis of Data	Desired Student Behaviors student is demonstrating from the Assessment Frameworks/CBLA/GRADE Level Expectations if Advanced or Proficient	Common Grade Level Assessments to monitor & evaluate achievement of goal *Formative *Summative	Implement Essential Instructional Practices to reach goal. Timeline for implementation	Monitoring of Essential Instructional Practices. Include Professional Development & Timeline	Evidence that Essential Instructional Practices are making a difference
<p>Spring CSAP 2007</p> <p>The data tells us that 79% of students were proficient or advanced in reading.</p>	<p>Students read and understand a variety of materials.</p> <p>Students apply thinking skills to their readings, writing, speaking, listening, and viewing.</p> <p>Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.</p> <p>Students read and recognize literature as a record of human experience.</p> <p>Students read, predict, summarize, and comprehend poetry.</p> <p>Students determine the main idea, make inferences, draw conclusions, respond to poetry that represents different points of view.</p>	<p>2008 Spring CSAP (grades 3-10)</p> <p>MAP Test results (Fall, Winter) (grades 2-10)</p> <p>EXPLORE/PLAN testing (grades 8 and 10)</p> <p>ACT testing (grade 11)</p> <p>DIBELS</p>	<p>Literature groups</p> <ul style="list-style-type: none"> -concentrating on different genre (small groups) -written and oral responses that demonstrated in-depth comprehension of test <p>Reading journals (Step Up To Writing, Sect. 8)</p> <ul style="list-style-type: none"> -read a section of text for five minutes -documentation (summary) -reader response (opinion) -interacting with text as directed by teacher <p>Increase practice with expository text reading -bi-monthly</p> <p>Increase practice with poetry by-monthly</p> <p>Implementation by October '07</p>	<p>Classroom observations by administration</p> <p>MAP testing</p> <p>Lesson plans</p> <p>DIBELS Training</p>	<p>Classroom assessments</p> <p>MAP testing</p> <p>Each quarter grades</p> <p>DIBELS Progress monitoring</p> <p>CSAP results</p>

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WRITING – Improve the 50% Extended Writing to 55% proficiency

Data Sources and Analysis of Data	Desired Student Behaviors student is demonstrating from the Assessment Frameworks/CBLA/GRADE Level Expectations if Advanced or Proficient	Common Grade Level Assessments to monitor & evaluate achievement of goal *Formative *Summative	Implement Essential Instructional Practices to reach goal. Timeline for implementation.	Monitoring of Essential Instructional Practices. Include Professional Development & Timeline	Evidence that Essential Instructional Practices are making a difference
<p>Spring CSAP 2007</p> <p>The data tells us that 50% of students were proficient or advanced in the Extended Writing portion.</p>	<p>Students write for a variety of purposes and audiences such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading;</p> <p>-plan, draft, revise, proofread, and edit written communications;</p> <p>-use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning;</p> <p>-organize writing using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration.</p>	<p>2008 Spring CSAP (grades 3-10)</p> <p>MAP Test results (Fall, Winter) (grades 2-10)</p> <p>Cross-grade level evaluation of writing samples ELFLORE/PLAN testing (grades 8 and 10)</p> <p>ACT testing (grade 11)</p>	<p>On a weekly basis work on Extended Writing</p> <p>-Over a two-day period -CSAP released items</p> <p>Rubrics</p> <p>-Student expectations</p> <p>-Analytic Rubric for the Extended Constructed Response from the Colorado Standards.</p> <p>Cross Disciplines</p> <p>- Extended writing exercises will be implemented in all the instructional disciplines</p> <p>Implemented Oct. '07</p>	<p>Classroom observations by administration</p> <p>MAP testing</p> <p>Step Up To Writing training for new teachers</p> <p>Lesson plans</p>	<p>Classroom assessments</p> <p>MAP testing</p> <p>Each quarter grades</p> <p>CSAP results</p>

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MATH -- Increase the number of students scoring proficient or advanced on the CSAP math by 5% with emphasis on Std. 3 (problem Solving)

Data Sources and Analysis of Data	Desired Student Behaviors from the Assessment Frameworks/CBLA/GRADE Level Expectations if Advanced or Proficient	Common Grade Level Assessments to monitor & evaluate achievement of goal *Formative *Summative	Implement Essential Instructional Practices to reach goal. Timeline for implementation	Monitoring of Essential Instructional Practices. Include Professional Development & Timeline	Evidence that Essential Instructional Practices are making a difference
<p>Spring CSAP 2007</p> <p>The data tells us that 70% of students were proficient or advanced in math.</p>	<p>Students develop number sense and use numbers in number relationships in problem-solving situations and communicate the reasoning used in solving these problems.</p>	<p>2008 Spring CSAP (grades 3-10)</p> <p>MAP Test results (Fall, Winter) (grades 2-10)</p> <p>Curriculum tests EXPLORE/PLAN testing (grades 8 and 10)</p> <p>ACT testing (grade 11)</p>	<p>Problem Solving -CSAP released items or exemplar level problem solving material -weekly</p> <p>Continue leveled math groups</p> <p>Math Journals -Give students a choice between 2 or 3 math problems. Have them choose and explain the process they use to reach the solution (weekly)</p> <p>Implemented Oct. '07</p>	<p>Classroom observations by administration</p> <p>MAP testing</p> <p>Lesson plans</p> <p>Document CSAP release items usage</p> <p>Differentiated Instruction</p> <p>Math Group Training</p>	<p>Classroom assessments</p> <p>MAP testing</p> <p>Each quarter grades</p>

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SCIENCE – Improve the 54.5% Standard 1 to 60%

Data Sources and Analysis of Data	Desired Student Behaviors student is demonstrating from the Assessment Frameworks/CBLA/GRADE Level Expectations if Advanced or Proficient	Common Grade Level Assessments to monitor & evaluate achievement of goal *Formative *Summative	Implement Essential Instructional Practices to reach goal. Timeline for implementation	Monitoring of Essential Instructional Practices. Include Professional Development & Timeline	Evidence that Essential Instructional Practices are making a difference
Spring CSAP 2007 The data tells us that 54.5% of students were proficient or advanced in Std 1 of science.	Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations Students understand that science involves a particular way of knowing and understand common connections among scientific disciplines.	2008 Spring CSAP (grades 5, 8, and 10) EXPLORE/PLAN testing (grades 8 and 10) ACT testing (grade 11)	School wide scientific method instruction. -develop consistent vocabulary cross curricular - establish a school wide science fair program K-3 whole group project, 4 small groups/pairs in class, 5-6 guided individual, 7-10 independent - Teachers will become aware of State Standards as correlates with Core Knowledge - Science Fair Rubric	Classroom observations by administration Lesson plans	Classroom assessments Each quarter grades Science Fair evaluation
			Implemented by Feb 2007 continued through '08		