

School Improvement Plan Goals – 2008-2010

School/Operational Unit: Maplebrook

Principal/Administrator: Dr. Gwen Bockman

The School Improvement Plans for 2008-2010 are aligned with the District 203 Goals and long-term objectives listed below. The SIP Goals demonstrate the alignment to the district goals with measurement indicators. The goals should be **SMART** goals (*S - Strategic and specific, M – Measurable, A – Attainable, R - Results-oriented, T - Time bound*).

Goal #1: Develop quality work that challenges each student. This goal focuses on these areas:

- Challenging Curriculum, Using 21st Century Skills Framework that is Mission Driven and Standards-Based
- High Levels of Meaningful Student Engagement
- Whole-Child Focused School System
- Results-Oriented Decision Making

Goal #2: Sustain a high performance culture to support each student. This goal focuses on these areas:

- Shared Beliefs and Values
- Shared Understanding of the Need for Change
- Structures for Continuity
- Collaboration, Communication, and Ongoing Support
- Participatory Leadership

Goal #3: Steward resources effectively. This goal focuses on these areas:

- Finances
- Facilities
- Safety and Security
- Use of Technology
- Innovation and Flexibility

SIP Goal -- What will be done? To which district goal is it linked?	Action Plan – How will you accomplish the goal?	Evaluation/Measurement criteria -- What are the expected results and measurements? How will you know progress has been made?
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<p>Students will develop the traits of self-directed learners and complex thinkers by demonstrating the ability to comprehend text across the curriculum.</p>	<p>Students:</p> <ol style="list-style-type: none"> 1. Students will set independent learning goals. (Goal #1) 2. Students will recognize and practice effective comprehension strategies. They will be able to verbalize what they do when they <u>do not</u> comprehend. (Goal #1) <p>Teachers:</p> <ol style="list-style-type: none"> 1. Teachers will investigate comprehension assessments that can be used at their grade level. The ICC will participate in this investigation by analyzing reading comprehension questions on the ISAT and ITBS tests and share them with our teachers. (Goal #1) 2. Teachers will be in-serviced on, <i>How to Give Effective Feedback to Your Students</i>, by Susan Brookhart. Teachers will provide effective feedback (both written and oral) to students on their ability to comprehend text. (Goal #1) 3. Teachers will study and implement concepts from <i>Reading to Understand</i> by Regie Routman. (Goal #2) 4. Teachers will explicitly teach the traits of self-directed learners through our character program called PROWL. (Goal #2) 5. Teachers will create student work that contains design qualities to promote self-directed learners and complex thinkers. (Goal #1 and #3) <p>Parents:</p> <ol style="list-style-type: none"> 1. Our SFCP will develop activities to promote self-directed learning and critical thinking at home. (Goal #2) 	<p>Evidence</p> <ol style="list-style-type: none"> 1. Documentation from reading conferences/reading logs/reading and math journals will demonstrate self-directed learning as students work toward independent learning goals. 2. During random student interviews students will be able to communicate their progress and what they need to do to improve their reading comprehension. <p>Evidence:</p> <ol style="list-style-type: none"> 1. Teachers will monitor students' reading comprehension using various assessment tools (i.e. Blooms Taxonomy). 2. Effective feedback to students will be documented in teacher observations. Random student interviews may also provide evidence of effective feedback from the students' perspective. 3. Teacher observations will be conducted in various literacy settings. Teachers will be able to accurately reflect and communicate strengths and weaknesses of their instruction as discussed in their studies, <i>Reading to Understand</i>. 4. Using the Mission Statement Self Evaluation form, students will self-assess periodically throughout the year in the area self-directed learners and complex thinkers. 5. Lessons will be identified as level 5 or 6 (Jerry Valentine's engagement levels). Lessons will be analyzed for the presence of higher level thinking. <p>Evidence:</p> <ol style="list-style-type: none"> 1. Surveys will indicate that parents and students participated in learning activities at home.
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