



School Improvement Plan

2009-2012

Elementary Section

(Up-dated May 6th, 2010)

Table of Contents

Language Arts	3
Values and Vision	9
Technology	13
Critical Thinking	16

Color Key:

0% completed

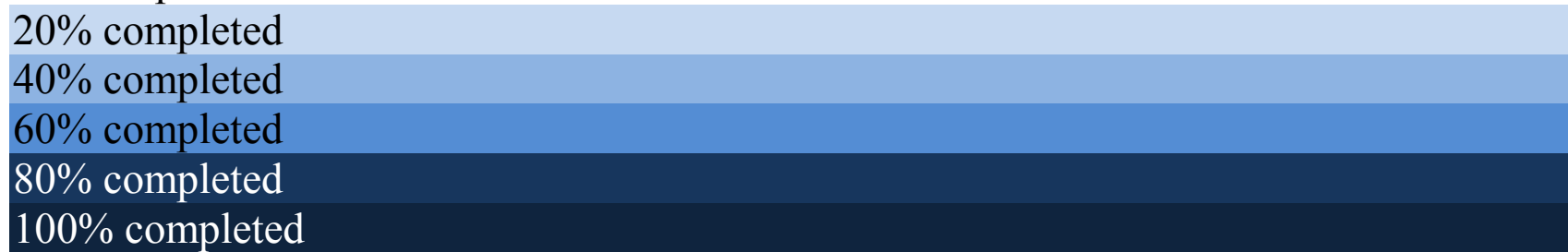
20% completed

40% completed

60% completed

80% completed

100% completed



School Improvement Area: Language Arts (Spanish & English)

Elementary					
Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
General	Create a communication and trainings system between English and Spanish teams to unify the language / literacy programs	Elementary Principal LA Coordinators (Phil and Adriana)	Effective planning of meetings with pre and post-meeting dialogue between coordinators to ensure a unified approach <ul style="list-style-type: none"> • Bi-monthly language / literacy meetings for each team (Eng. and Spanish) • Consistent dialogue between LA coordinators 	<ul style="list-style-type: none"> • Wednesday meeting time (1.5 hours), two times each month for each team (ELA / SLA) 	<ul style="list-style-type: none"> • All 1st tri. meetings scheduled • ELA workshops took place, but not SLA workshops • SLA coordinator participated in all ELA training sessions • All 2nd tri. meetings scheduled for ELA and SLA teams • Coordinators developing effective communications system
	On-going training for K5-Gr.5 ELA teachers on the use of Balanced Literacy instruction <ul style="list-style-type: none"> • Reader's Workshops • Guided Reading • Writer's Workshops 	Elementary Principal ELA Coordinator Teachers	All ELA teachers adequately implementing Balanced Literacy skills for: <ul style="list-style-type: none"> • Reading by October, 2009 • Guided Writing by January, 2010 • All Writing strategies by May, 2010 • Investigation of appropriate literacy strategies for 2010-2011 and 2011-2012 	ES PD Money: <ul style="list-style-type: none"> • Trainers • Travel • Professional resources • Literacy Coordinator for English • Planning time on Wednesday afternoons 	<ul style="list-style-type: none"> • 1st Tri ELA workshops all focused on strategies for reading instruction • 2nd Tri. ELA workshops focused on strategies for writing instruction • 2 Web-based workshops (reading and writing) presented by Harcourt reps on use of "On Our Way to English" materials and strategies

				<ul style="list-style-type: none"> • Erin Ruegg conference revisited reading strategies and introduced writing strategies • Acquired new resources for 6+1 Traits and other writing programs
<p>On-going training for K5-Gr.5 Spanish teachers on the use of Balanced Literacy instruction</p> <ul style="list-style-type: none"> • Reader's Workshops • Guided Reading • Writer's Workshops 	<p>Elementary Principal</p> <p>SPA Coordinator</p> <p>Teachers</p>	<p>All Spanish teachers adequately implementing Balanced Literacy skills for:</p> <ul style="list-style-type: none"> • Reading by October, 2010 • Guided Writing by January, 2011 • All Writing strategies by May, 2011 • Investigation of appropriate literacy strategies for 2010-2011 and 2011-2012 	<p>ES PD Money:</p> <ul style="list-style-type: none"> • Trainers • Travel • Professional resources • Literacy Coordinator for Spanish • Planning time on Wednesday afternoons 	<ul style="list-style-type: none"> • SLA Coordinator has participated in all ELA training so far • Insufficient meeting time with other ES SLA teachers • 2nd Tri. training sessions scheduled
<p>Implement Literacy Weekly Objective Schedule for Balanced Literacy and Differentiation goals</p>	<p>Elementary Principal</p> <p>Teachers</p>	<p>Full use of Weekly Objectives schedule by all Homeroom teachers for on-going planning</p>	<p>Templates</p> <p>Training on how to use the planner</p>	<ul style="list-style-type: none"> • 60% of teachers using Weekly Literacy Planner regularly • Completed 1st and 2nd rounds of teacher-principal conferences for discussing class planning and use of data for planning • Google documents created for each teaching team to promote dialogue for Balanced Literacy and Differentiation strategies

	Consistent use of MAP data to guide Language Usage and Reading instruction	Elementary Principal	On-going MAP-based discussion Well-communicated yearly and trimester MAP goals for individual teachers and students.	MAP training time for new and returning teachers	<ul style="list-style-type: none"> • 2 Initial pre-classes MAP workshops in August • MAP scores used by UE for creating Guided Reading groups • No formalized goal-setting yet • Conference with Jack Jackson ?
	Make Standards and Benchmarks, activities and evaluation parallel to differentiated instruction theory	Elementary Principal LA Coordinators ES Teachers	Parallel language in all Elementary language-related benchmarks by June, 2010	Meeting time Area Coordinators	<ul style="list-style-type: none"> • Many activities apply differentiated instruction theory • No changes to benchmarks yet • Relatively little differentiated instruction so far outside of LA
Reading	Implement RAZ-Kids reading resource in all classes, Grades 1-5 <ul style="list-style-type: none"> • Research similar on-line resource for Spanish instruction 	Elementary Principal LA Teachers	<ul style="list-style-type: none"> • Full inscription by August, 2009 • Full use by September, 2009 • Initial review by October, 2009 • Year-end review by June, 2010 	RAZ-Kids membership for all students, Gr.1-5 Discussion time	<ul style="list-style-type: none"> • Strong use by Gr.1-Gr.5 classes
	Structure classroom libraries and their use in all classrooms, according to grade-level needs	Classroom Teachers LA Coordinators	<ul style="list-style-type: none"> • Classroom libraries in every classroom in August, 2009 • Classroom library walk-throughs and discussion between August and December, 2009 	Year 1: School Library Resources Year 2: Classroom Library Resources Sufficient bins	<ul style="list-style-type: none"> • All classrooms have classroom libraries • Combination of Library and Classroom inventory ownership
	Consistently implement reading	Classroom	All language teachers	Organized Literacy	<ul style="list-style-type: none"> • Weekly Guided Reading in

	<p>strategies from Balanced Literacy program</p> <ul style="list-style-type: none"> • Daily Guided Reading activities • Interactive Reading techniques • Shared Reading techniques • Independent Reading techniques, including Reader's Notebooks for all students 	<p>Teachers LA Coordinators</p>	<p>adequately implementing Balanced Literacy skills for Reading by October, 2009</p>	<p>Library (Rigby and Scholastic resources) Reader's and Writer's Notebook for all students</p>	<p>all ES</p> <ul style="list-style-type: none"> • Interactive, Shared and Independent Reading strategies implemented • Reader's and Writer's Notebooks being used in all classrooms
	<p>Cross-reference all library resources by lexile range to facilitate leveled instruction</p> <ul style="list-style-type: none"> • Include information on equivalencies with Reading A-Z and Fountas and Pinnell evaluation levels 	<p>School Librarian</p>	<ul style="list-style-type: none"> • All fiction resources cross-referenced by December, 2009 • All non-fiction resources cross-referenced by June, 2010 • Workshop for teachers, January 2010 • All teachers using lexile information, March, 2010 		<ul style="list-style-type: none"> • New Scholastic resources in English and Spanish received and cataloged for Leveled Library
<p>Writing</p>	<p>Consistently implement writing strategies from Balanced Literacy program, guided by 6+1 Traits of Writing</p> <ul style="list-style-type: none"> • Daily Guided Writing activities • Interactive Writing techniques • Shared Writing techniques • Independent Writing techniques 	<p>Classroom Teachers LA Coordinators</p>	<p>All language teachers adequately implementing Balanced Literacy skills for:</p> <ul style="list-style-type: none"> • Guided Writing by January, 2010 • All Writing strategies by May, 2010 	<p>Reader's and Writer's Notebook for all students PD</p>	<ul style="list-style-type: none"> • Initial training performed by Erin Ruegg in October, 2009 • New resources obtained for using 6+1 Traits of Writing

	<ul style="list-style-type: none"> Working with Words techniques 				
	<p>Continue to use Formal Writing Assessment, guided by 6+1 Traits of Writing</p> <ul style="list-style-type: none"> Begin to include Grade 1 by Spring 2010 	<p>Classroom Teachers</p> <p>LA Coordinators</p>	<p>Language teachers in grades 1-5 use Writing Assessment to evaluate discuss (with teaching team) and modify instruction for their students. Consistent use in all student portfolios, including self-assessment elements.</p>	<p>2 Rounds of testing per year (Fall and Spring)</p> <p>Time for evaluation and discussion</p>	<ul style="list-style-type: none"> First round of 2009-2010 Writing Assessment completed in November, 2009 Data analysis workshop in January 2010 Second round planned for April, 2010, including Grade 1 classes
Listening	<p>Consistent listening skills program which develops important elements:</p> <ul style="list-style-type: none"> Identifying the main idea Fact or fiction Parts of speech Tone, volume, emotion <p>(Investigate listening programs)</p> <p>Must include elements of evaluation.</p>	LA Coordinators	<ul style="list-style-type: none"> Investigate listening programs, August 2009 Come to consensus within team of teachers, December 2009 Begin application once materials are acquired Full implementation by December 2010 	<p>Time for researching and evaluating listening skills programs</p> <p>Acquisition of listening skills program</p> <p>Training and Experimentation</p>	<ul style="list-style-type: none"> Listening program for instruction and evaluation of listening skills not yet investigated
	<p>Use Rigby resources to support listening centers and activities in every classroom</p>	Elementary Principal	<ul style="list-style-type: none"> Listening centers set-up in all classrooms, December 2009 Consistent use of listening activities in all classrooms, February 2010 Improvements in student listening scores, as evaluated by listening program 	<p>Rigby Books on CD</p> <p>8-Jack Headphone hubs and stereo in every classroom (10)</p>	<ul style="list-style-type: none"> Listening centers currently functioning in 20% of classes
Sp ea	<p>Create more activities for authentic English usage in public</p>	LA Coordinator and Classroom	<ul style="list-style-type: none"> DI, Pre-DI, Upper Elementary Literacy 	<p>Coordinators for additional programming</p>	<ul style="list-style-type: none"> 32 students participating

	<ul style="list-style-type: none"> • DI • Debating activities and competitions • Theater Club • Oral Book reports to parents • Literacy Nights • Upper Elementary electives in English • Implement “English Counts” or similar system for promoting use of English outside of the classroom 	Teachers	<p>Night and electives all functioning by December 2009</p> <ul style="list-style-type: none"> • Debate Club, Theater Club or additional programming developed by January 2010 	in English	<p>in DI program, Grades 1 to 7</p> <ul style="list-style-type: none"> • Science Fair planned for Spring, 2010 • Upper Elementary elective program functioning weekly • Literacy Nights not yet planned
--	--	----------	---	------------	--

School Improvement Area: Values and Vision

Elementary

Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
Social Responsibility	Continue to implement Violence Prevention program in Grades 1-5 <ul style="list-style-type: none"> • Track incidents of psychological bullying and physical aggression • Introduce proactive, grade level dependent lessons on violence prevention 	Elementary Counselor	Significant reduction in frequency / repetition of discipline issues (based on tracking)	Video resources Case studies Conferences for: <ul style="list-style-type: none"> • Families • Students • Teachers 	<ul style="list-style-type: none"> • Violence Prevention program initiated • No formal tracking, however significant reduction observed in cases involving violence • A survey is being created to make a profile of issues with violence • Difficulties observed with rough play during recess times
	Organize bimonthly strong values campaign throughout each section Values: Community Cooperation Generosity <ul style="list-style-type: none"> • Create Colegio Panamericano Ethics and Values Committee to organize and monitor campaigns • Use Advisory, Ethics and Religion times to support values campaigns 	Colegio Panamericano Ethics and Values Committee ES Principal <u>Group Directors</u>	Significant improvement in Mid-term and End-of-term grades and comments in the area of Behavior <ul style="list-style-type: none"> • Compared to data from 2008-2009 • On-going collection of data 	Video resources Case studies Conferences for: <ul style="list-style-type: none"> • Families • Students • Teachers 	<ul style="list-style-type: none"> • ES Values and Vision Committee created, with regular meetings • Bi-monthly campaign initiated – shared with teachers and students • Redesign of Advisory, Ethics and Religion classes • Activities related to values created for Panamerican Days • Tribes workshops organized and run for VYDA volunteers

	<p>Continue to organize and run student retreats with the goal of addressing issues in each classroom</p> <ul style="list-style-type: none"> • Create an instrument to measure the effectiveness of retreats in addressing their goals 	Elementary Counselor	Instruments indicate positive relations within each group	Transportation Professional support Instruments for measuring effectiveness of intervention	<ul style="list-style-type: none"> • All class retreats for 2009 completed • Socio-gram used in all classrooms, but no Instrument yet created or identified
	<p>Caring and Sharing</p> <ul style="list-style-type: none"> • Visits to local institutions (Hogar San Rafael, Colombo Alemana) • Activities creating emotional link between donations and motives 	Elementary Counselor Principal Stuco	Statistics for participation of each group Written reflections	Publicity Transportation	<ul style="list-style-type: none"> • Presentation made by Values and Vision Committee to ES Stuco • Stuco members to visit local institutions • Caring and Sharing campaign initiated
	“Good Language” Campaign	Colegio Panamericano Ethics and Values Committee Group Directors	Recorded reduction in use of improper vocabulary	Coin collection cans in every classroom	<ul style="list-style-type: none"> • Campaign not yet initiated
Adaptability	<p>Organize bimonthly strong values campaign throughout each section</p> <p>Values: Tolerance Respect Teamwork</p>	Colegio Panamericano Ethics and Values Committee Group Directors VYDA program	Significant improvement in Mid-term and End-of-term grades and comments in the area of Behavior	Video resources Case studies Conferences for: <ul style="list-style-type: none"> • Families • Students • Teachers 	<ul style="list-style-type: none"> • ES Values and Vision Committee created, with regular meetings • Bi-monthly campaign initiated – shared with teachers and students
	Schedule Official Tribes Training for Elementary	Preschool and Elementary	Initial Training: Fall 2009 Partial Implementation in	Visits by Tribes trainer (Melida Clarkson –	<ul style="list-style-type: none"> • Initial Tribes training (Melida Clarkson)

	teachers (including at least K4 to Gr.6 teachers as well)	Principals	classrooms: November 2009 Follow-up Training: To be scheduled Full Implementation in classrooms: Post Follow-up training session	Colegio Bolivar) 2009/2010 Sufficient copies of Tribes guide	organized for K4-Gr.8 teachers in November, 2009 • Follow-up training not yet scheduled
Leadership	Bimonthly strong values campaign throughout each section Values: Honesty Justice	Colegio Panamericano Ethics and Values Committee Group Directors VYDA program	Significant improvement in Mid-term and End-of-term grades and comments in the area of Behavior	Video resources Case studies Conferences for: • Families • Students • Teachers	• ES Values and Vision Committee created, with regular meetings • Bi-monthly campaign initiated – shared with teachers and students
	Strengthen Stuco program, with class representation and community duties	Social Studies Coordinator Group Directors	Election of Stuco representatives and organization: August 2009 Bi-Weekly meetings Publications in Bits and Pieces Stuco-run campaigns and fieldtrips	Stuco Coordinator Meeting time Space in Bits and Pieces	• Stuco representatives elected • Meetings initiated • Representatives visited Hogar San Rafael and el Instituto Colombo-Alemán; shared photos and thoughts at flag raising ceremony in November • 1 publications so far
Life-long Learning	Bimonthly strong values campaign throughout each section Values: Discipline Responsibility Perseverance	Colegio Panamericano Ethics and Values Committee Group Directors VYDA program	Significant improvement in Mid-term and End-of-term grades and comments in the area of Behavior	Video resources Case studies Conferences for: • Families • Students • Teachers	• ES Values and Vision Committee created, with regular meetings • Bi-monthly campaign initiated – shared with teachers and students

<p style="text-align: center;">Pursuing Your Dreams</p>	<p>Bimonthly strong values campaign throughout each section Values: Goal-setting and action-planning (Physical, Ethical and Intellectual)</p>	<p>Colegio Panamericano Ethics and Values Committee Group Directors</p>	<p>Use of self-assessment and goal-setting during each trimester Evidence of consistent goal setting and action-planning in student portfolios and during three-way conferences</p>	<p>Goal-setting and action-planning instruments for each grade level Portfolios and 3-Way Conferences Parent questionnaire regarding student goal-setting and action-planning</p>	<ul style="list-style-type: none"> • ES Values and Vision Committee created, with regular meetings • Bi-monthly campaign initiated – shared with teachers and students • Goal-setting initially highlighted during 3-Way Conferences • Goal-setting instruments and action-planners not yet created • Parent questionnaire not yet produced
--	---	--	--	---	--

School Improvement Area: Technology

Elementary

Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
Promote Use of Current Resources for Technology	Communicate and up-date lists of available resources to start incorporating technology into each class <ul style="list-style-type: none"> • Hardware • Software • Internet 	Technology Department	A written report of the current technology materials that we have available at school and on-line Frequent reminders and up-dates, via email, in section meetings and individually with teachers	Technology Materials Coordinator for Elementary (Lyda)	<ul style="list-style-type: none"> • Software lists and descriptions shared with staff • Hardware and Internet resources shared with staff
	Provide continuous in-servicing for use of technology in the classroom <ul style="list-style-type: none"> • Identify specific technology needs • Create workshops based on needs • Organize peer support • Identify and demonstrate software • Identify and demonstrate tech tools 	Technology Materials Coordinator	By August of 2009: 1 in-service session By December of 2009: 1 more in-service session By June of 2009: 1 more in-service session Three in-services per year during SY 2009-2010 and 2010-2011.	Technology Materials Coordinator for Elementary (Lyda)	<ul style="list-style-type: none"> • Initial August in-servicing activity
	Facilitate use of shared drive for saving critical common documents	Elem. Tech. Coordinator Teachers	By December of 2009: 10 Elementary teachers will be using shared drive (or agreed upon alternative: Google Documents, webpage etc.) By June of 2010: All Elementary teachers will be using shared drive	Proper set-up and training for use of common file space	<ul style="list-style-type: none"> • Google Documents used to share and collaborate on documents • More training necessary
	Enhance student learning through teacher “discovery” and in-house in-servicing of new technological	Teachers Area Coords.	By September of 2009: Full use of RAZ-Kids, 4 class blogs, 2 MAP/Descartes training sessions, 1	Meeting time (Minimum 8 training sessions in total throughout the year)	<ul style="list-style-type: none"> • Strong use of RAZ-Kids • Initial

	resources: <ul style="list-style-type: none"> • Full use of RAZ-Kids • Class blogs • Webquest • MAP / Descartes • Other differentiation websites 		other tech. resource in-servicing By June of 2010: 8 class blogs, 2 more MAP/Descartes training sessions, 2 more tech. resource in-servicing meetings		workshop given on creating class blogs <ul style="list-style-type: none"> • 60% of teachers using class blogs • 1 Meeting held for using MAP and other differentiation web sites
Integrate Technology into Curricular Plans	Implement curricular plans that involve the use of technology tools. <ul style="list-style-type: none"> • To differentiate instruction • To introduce new concepts • To practice knowledge previously studied • On-line practice for homework 	Elementary Principal Teachers	The design and common use of a lesson plan format that includes the use of technology and media	Area meetings and grade level meetings to share the advances on the implementation. Peer-Observations	<ul style="list-style-type: none"> • Intercurricular documents shared with teachers for integrating technology into project planning
	Create performance tasks that include the use of the technology skills learned in class and that can be applied in real life.	Teachers Students Elem. Tech teacher	By end of 2009: 1 Technology-based performance task per grade level/year By June of 2010: 2 Technology-based performance tasks per grade level/year By June of 2011: 3 Technology-based performance tasks per grade level/year	Curriculum planning time for grade-level teams Support from Elem. Tech. Coord.	<ul style="list-style-type: none"> • Intercurricular documents shared with teachers for integrating technology into project planning
	Integrate technology benchmarks and	Teachers	By June of 2010: Long-term	Curriculum planning time	<ul style="list-style-type: none"> • No evidence

	projects into other classes.	Elem. Tech. Coordinator	planning that integrates technology benchmarks into yearly, unit and lesson planning	for grade-level teams Support from Elem. Tech. Coord.	yet beyond Technology classes
	Guide students to become proficient in the use of new top technology. <ul style="list-style-type: none"> Identify “new” and useful technologies (websites, devices, softwares etc.) Identify peer tutors 	Teachers Parents Older students	Each year grade levels will “discover” and teach themselves new “technologies” Lower Elementary: 2 New Technologies Upper Elementary: 5 New Technologies	Time in Technology classes for investigation and peer tutoring Presentation time in assemblies	<ul style="list-style-type: none"> “Engrade” identified and being used in 50% of classes

School Improvement Area: Critical Thinking

Elementary

Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
Use of diagnostic tools	Study important data (i.e. MAP areas regarding critical thinking)	Critical Thinking Committee	Teachers are all able to regularly use data to identify specific areas for improvement and guide instruction	Meeting time; Computer with internet	<ul style="list-style-type: none"> Data workshop held in October, 2009 No workshop yet scheduled which specifically concerns critical thinking data
	Identify and randomly apply test to samples of classes to get profile of student critical thinking abilities	Learning Center	Sample results being used to guide areas of instruction.	Battery of critical thinking tests	<ul style="list-style-type: none"> Tests discussed but not yet identified
	Analyze the assessments and activities the teachers are providing to see if critical thinking is being taught and used	Admin/Literacy coach	Clear picture of gaps in curriculum and instruction in terms of critical thinking Changes are made if they are not being used correctly	Time for analysis; access to all curricular documents; Software such as Atlas Rubicon?	<ul style="list-style-type: none"> Not yet initiated
Framework	Define the framework to be used <ul style="list-style-type: none"> Identify possible options Conduct analysis of various High Order Thinking Skills (HOTS) frameworks 	All teachers and Admin	A framework is chosen, the community becomes familiar with it.	Books, internet, external training, programs	<ul style="list-style-type: none"> Presentations and discussion on critical thinking frameworks used in education; Simple vs. Complex thinking skills discussed – August to October, 2009
	Revise standards and benchmarks and unit plan format	Admin and teachers	Inclusion of HOTS terminology and activities throughout all curricular documents	Defined HOTS framework	<ul style="list-style-type: none"> Not yet revised
	Implement framework <ul style="list-style-type: none"> Use research-based scaffolding activities and goals to move students from Introductory level to 	Elementary Principal Area Coordinators	Standards and benchmarks compel higher-order thinking Teachers assess students on the critical thinking	Defined and re-written standards and benchmarks documents and unit plans	<ul style="list-style-type: none"> Various frameworks presented and discussed Specific framework not yet decided

	High Order Thinking level activities		objectives as well as content objectives.		
	Plan interdisciplinary projects	Area coordinators, teachers	Each grade level will present the process and the product of at least two interdisciplinary projects per academic year.	Meeting time; Specific mandate for creating interdisciplinary projects	<ul style="list-style-type: none"> • Not yet formalized
	Redefine special events: Science Fair, Literacy Nights, Panamerican Days, Children's Day to encourage HOTS	Area coordinators, teachers	Specific learning objectives exists for all Subject Nights, assemblies, Panamerican Days, and other events and activities	Section meeting time to discuss goals/strategies of each school event	<ul style="list-style-type: none"> • Not yet formalized
	Provide students with Critical Thinking co-curricular activities <ul style="list-style-type: none"> • Pre- DI and DI • Drama Club • Debating Club • Elementary newspaper • Science or Math Club • Chess Club 	Elementary Principal Co-curricular Coordinator Interested teachers	School continues to grow in teams and quality of the results at the DI tournaments <ul style="list-style-type: none"> • Based on base-line data • On-going use of data to check for growth Co-curricular activities become more diverse and reflect HOTS in their application	DI coach to recruit and train Co-curricular coaches	<ul style="list-style-type: none"> • 32 students participating in DI program, Grades 1 to 7 • Training for DI Team Managers, Sept. 2009 • Elementary Newspaper and Strategic Games electives initiated, August 2009 • Other clubs not yet initiated