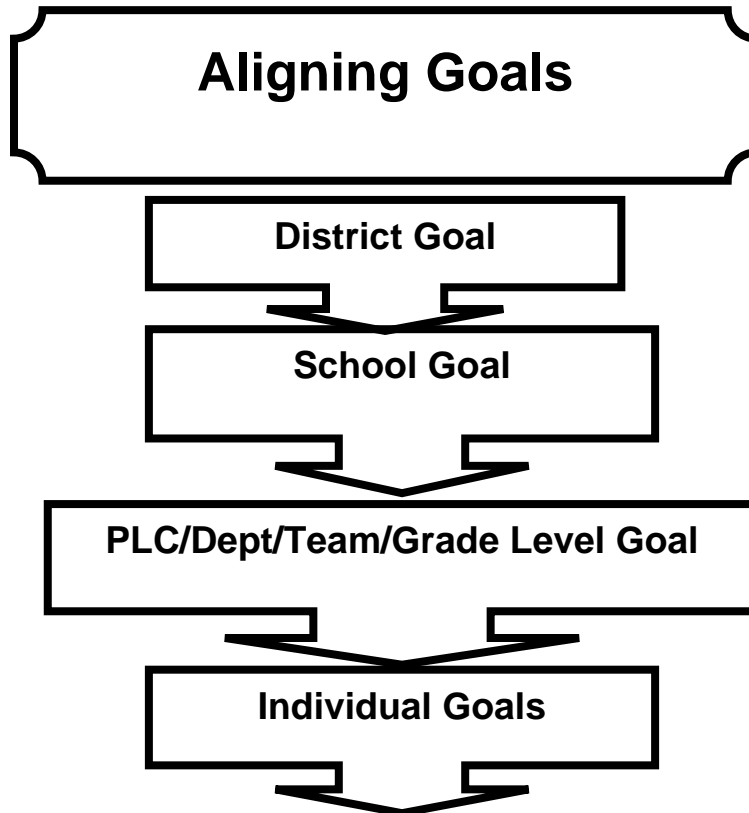
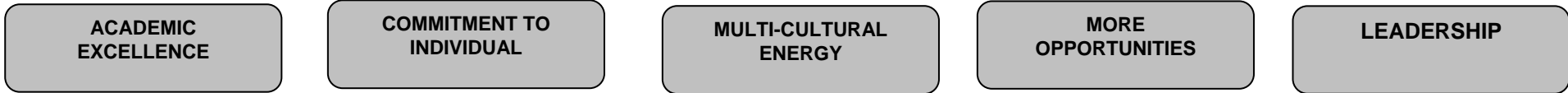


<b>Site Plan Visits:</b> Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	<b>Staff Mtg. Reviews:</b> Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	<h2 style="text-align: center;">2008-09 District 742 School Improvement Plan</h2> <p style="text-align: center;"><b>School: Roosevelt</b> <input style="width: 50px; height: 20px;" type="text"/></p> <p style="text-align: center;">Our mission is to prepare all learners, in partnership with their families and community, to live and contribute within a changing and diverse world.</p>	<b>Leadership Team Members:</b> Alicia Jepsen (ECSE Supervisor) Lucy Bauer (ECFE) Deb Johansen (3's) Linda McNelly (Parent-Child) Melissa Thiebaut (Inclusion) Cheri Kunshier (Assessment) Jean Motschke (B-3) Melody Vachal (Speech-Language) Marj Hawkins (Director of ECS) Susan Doering (Curriculum) Patti McGreevy (Outreach) Becki Dobey (School Readiness)
<b>Principal Mtg. Review</b> Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Jan. <input type="checkbox"/> March <input type="checkbox"/> Oct. <input type="checkbox"/> Dec. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>			

**The foundation of District 742's effectiveness is based on the following core values:**



## GOAL #1 & 2

### Excellence and Equity

With academic excellence and equity held as our district standard, make significant improvement in student learning of reading and mathematics.



## District Supports

- Learning Bridges Software
- Vertical Teaming for ALL
- Integrated Service Delivery Model (ISDM)
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds

## School Goal

**SMART Goal: B-3:** In order to increase reading/math proficiency, students enrolled in the B-3 program will increase parent home visit attendance from 85% to 95% during the 2008-09 school year as recorded on MARSS attendance data

**3's:** Beginning with BASELINE in fall, 2008, 90% of students in the 3's classrooms will demonstrate at least ONE LEVEL of improvement in at least one of the three skill areas assessed by the Child Outcome Summary Form by Spring, 2009. The MN ECSE Child Outcomes Summary Form may comprise data from the Brigance as well as the Gross Motor Skills Checklist.

**Inclusion:** 80% of students in four-year-old Pre-K will improve their literacy scores by 5% or reach 100% proficiency from fall 2008 to spring 2009, as measured by EGIBA assessments.

**ECFE:** Parents will demonstrate a 10% increase in implementation of practices that support children's movement related to mathematical development.

**Head Start:** 80% of students with both entry and exit data on the Early Childhood Outcomes Summary, who are receiving services at Head Start will increase their skills by one level in at least one category as measured by Creative Curriculum Assessment

**Parent-Child Americorps:** All children in four Parent-Child preschool classes will demonstrate increased individual student growth scores from fall baseline as measured by spring IGD/ELOM measures in two of five areas.

**Speech/Language:** When participating in articulation intervention, at least one math and/or reading concept will be presented to the student in 50% to 75% of the intervention opportunities as measured quarterly.



**Evidence of Need:** Children who require early literacy and language skills before kindergarten entry are more likely to read well in the early grades and children who read well in elementary grades are more likely to be academically successful and thrive in later life. Identification of literacy and language delays is critical to preventing life-long reading problems. Preparing children with early math skills is equally important in ensuring grade level proficiencies in the elementary grades.

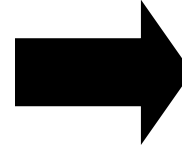
<b>ACTION STEPS (Goal #1 &amp; 2)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
What: Establish baselines for Smart Goals How Often: during September/October, 2008 Who Involved: 6 early childhood teams Report In November: Report In February: Report In April:	<b>Baselines established.</b>	IGDI/ELOM training  SEEDS Literacy training  Assessment Review (Child Outcome Summary, Gross Motor Skills Checklist, EGIBA)	
What: Provide training for appropriate staff (new training or new staff) How Often: Who Involved: Report In November: Report In February: Report In April:	<b>Teachers administering assessment instruments</b>		<b>IGDI Training and SEEDS training conducted by Americorps staff and Linda McNelly</b>  <b>3 Americorps members</b>
What: How Often: Who Involved: Report In November: Report In February: Report In April:			
Successful Outcome: (Goal #1&2)			
Evidenced by:			

## GOAL #3

### Excellence and Equity by Increasing Assessment Strategies

How will we increase assessment strategies to be more competent in:

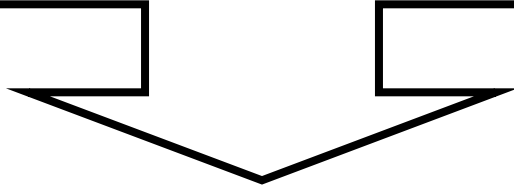
- Consistency in testing administration, testing environment, etc.?
- Data Driven Decision Making (DDDM)?
- Putting Data in the hand of our teachers by integrating technology to better analyze data? (AIMS Web, Viewpoint, etc.)
- Interpreting data regularly
- Changing instructional strategies due to the analysis of data?
- Grading practices?



School: Roosevelt

## District Supports

- Learning Bridges Software
- Viewpoint
- Progress Monitoring in AIMS web
- NWEA
- EXPLORE
- PLAN
- Data Retreats
- District Media Personnel
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds



**SMART Goal: Assessment:** During the 08-09 school year, the Battelle Developmental Inventory will be administered as a culturally fair, age appropriate instrument for determining developmental delay in 20% of 4-5 year olds initial eligibility evaluations from 0% administrations in 2007-08.

**B-3:** In order to ensure academic excellence, 100% of the B-3 team will increase their proficiency and use of assessments of children, transitioning Part C-B using primarily criterion referenced assessments to using standardized assessments as determined by students' individual needs during the 2008-09 school year.

**3's:** The team will review and refine the existing Gross Motor Skills Checklist to be more specific to the 3 year old population, with eventual inclusion of this checklist in the MN ECSE Child Outcomes Summary Form by Spring, 2009.

**ECFE:** ECFE assessment results will demonstrate increase of 5% from 2007-08 to 2008-09 in overall student achievement as measured by the ECFE Birth-3 Parent Assessment Tool.

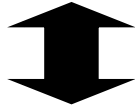
**Headstart:** Increase Headstart staff knowledge and use of Positive Behavior Intervention Supports (PBIS) strategies from basic knowledge and inconsistent use to consistent use of PBIS with all staff students, and families.

**Parent-Child Preschool/Americorps:** During the 08-09 school year, Parent-Child Preschool/Americorps team will increase literacy scores by 10% in five literacy areas from fall until spring as measured by the IGDI/ELOM measures.

**Speech and Language:** For 100% of the students receiving articulation therapy, articulation probes will be administered utilizing the Goldman-Fristoe Test of Articulation-2, increasing from 2-3 probes per year.

**School Goal**

**Evidence of Need:** Identification of literacy, language, math and behavior delays are often coming too late for school-age children, resulting in educational barriers and diminished student success in school and life; age-appropriate and validated, reliable assessment instruments, in addition to frequent progress monitoring provide information upon which to base instructional decisions that differentiate learning for students.

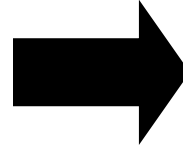


<b>ACTION STEPS (Goal #3)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
What: Become familiar with assessment instruments How Often: Fall, 2008 Who Involved: Members of all 7 teams Report In November: Report In February: Report In April:	<b>Assessment instruments are researched, selected and utilized</b>  <b>Inclusion Team will research, select and utilize a math assessment tool</b>	<b>IGDI training</b>	<b>Americorps Trainers</b>
What: Informal progress monitoring How Often: Frequent Who Involved: Report In November: Report In February: Report In April:	<b>3's and Inclusion teams will offer evidence of progress monitoring</b>	<b>Progress monitoring techniques</b>	<b>SEEDS training</b>
What: Review PBIS classroom behavior data How Often: Monthly Who Involved: Report In November: Report In February: Report In April:	<b>Increased data for review by PBIS team</b>	<b>Training on PBIS Behavior Report form for ECS and Headstart staff at all-staff meeting</b>	
Successful Outcome: (Goal #3)			
Evidenced by:			

## GOAL #4

**Demonstrate to the community at large the ways that we practice excellence and equity**

- How will we:
- Close the gap?
  - Show our Cultural Competencies?
  - Improve Racial Balance
  - Create parental and community partnerships?
  - Spotlight our district/site Achievement or assessment goals?
  - Increase our student enrollment?



**School: Roosevelt**

## District Supports

- Service Learning
- Junior Achievement
- Career Investigations Support
- Business Partnerships
- Chamber Activities
- Vertical Teaming for ALL
- Communications Team
- District Media
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds

**School Goal**

**SMART Goal:** Assessment: During the 08-09 school year, current assessment referral information will be developed and posted on the ECSE assessment link of the District's website in English, Spanish, and Somali.

B-3: 100% of families involved in the B-3 program will have access to books by involving them in the RIF program, Imagination Library, helping families obtain a library card, etc.

3's Teachers: With excellence and equity as our standard, the team will disseminate educational information regarding the positive effects of gross motor skill development on literacy and learning to community populations including parents and colleagues as well as stakeholders at the district and state (MDE) levels.

Inclusion team: Create Pre-K public relations materials and a monthly newsletter to be distributed around the community.

HeadStart: Parent involvement in the program; website development, public access channel; posters for pediatric offices/other community contact points

Parent-Child Preschool/Americorps: Parents participating in the Parent-Child Preschool/Americorps team will demonstrate 15% gains in Supporting Child's Learning as measured by the Parent Outcome Measure.

Speech and Language: 100% of the families of children receiving articulation therapy will receive 3 updates from 2 updates per year documenting progress toward articulation goals.



**Evidence of Need:** Parents and community members are often unaware of the programs and services designed to identify young children early in order to provide collaborative interventions to increase their readiness for formal schooling. Improving their awareness of the impact of those interventions will improve young children's academic, social, and physical success. In addition, community members who do not have children in school will be ore likely to support funding for public education.

<b>ACTION STEPS (Goal #4)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
What: Increase communication with families How Often: Throughout the year Who Involved: Assessment team, Parent-Child Preschool/Americorps and Speech-Language teachers Report In November: Report In February: Report In April:	<b>Assessment referral information posted on the web</b> <b>Parents will take Parent Outcome Measure (Americorps)</b> <b>Families will receive 3 updates documenting progress toward articulation goals.</b>		
What: Increase awareness in the community How Often: Throughout the year Who Involved: 3's , Inclusion, and Head Start teachers Report In November: Report In February: Report In April:	<b>Disseminate educational information regarding positive effects of gross motor skill development on literacy and learning</b> <b>Create public relations materials and a newsletter</b> <b>Create information for website, Channel 6, posters for community contact points</b>		
What: Increase access to books How Often: Throughout the year Who Involved: B-3 teachers Report In November: Report In February: Report In April:	<b>Involvement of families in RIF, Imagination Library, increased number of families with library cards</b>		
<b>Successful Outcome: (Goal #4)</b>			

<b>ACTION STEPS (Goal #4)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
Evidenced by:			