

# LIFELONG LEARNERS

for the 21st Century



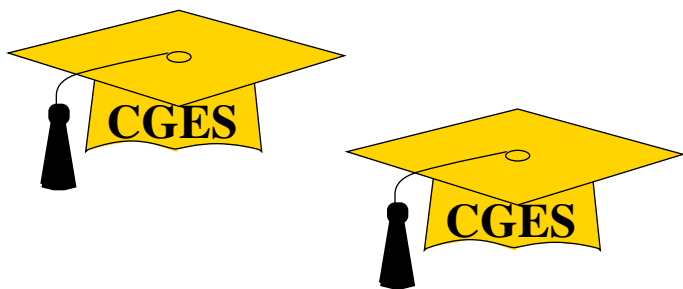
## Council Grove Elementary School

706 East Main  
Council Grove, KS 66846  
(316) 767-6851

---

---

**Quality Performance Accreditation  
School Improvement Plan 2005-06**



## Unified School District 417 Exit Outcomes

- 1. Basic Skills:** Reads, communicates, and applies arithmetic and mathematical operations
  - A. Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
  - B. Communicating - writes, listens, and speaks effectively
  - C. Arithmetic/Mathematics - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
  
- 2. Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - A. Creative Thinking - generates new ideas
  - B. Decision Making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
  - C. Problem Solving - recognizes problems and devises and implements plan of action
  - D. Visualizes - organizes and processes symbols, pictures, graphs, objects, and other information
  - E. Knowing How to Learn - uses efficient learning techniques to acquire and apply new knowledge and skills
  - F. Reasoning - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
  
- 3. Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, integrity and honesty, and civic-mindedness
  - A. Responsibility - exerts a high level of effort and perseveres towards goal attainment
  - B. Self-Esteem - believes in own self-worth and maintains a positive view of self
  - C. Sociability - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
  - D. Self-Management - assesses self accurately, sets personal goals, monitors progress. exhibits self-control, and accepts responsibility for actions
  - E. Integrity/Honesty - chooses ethical courses of action
  - F. Civic-Mindedness - takes an active role in community

# LIFELONG LEARNERS

## for the 21st Century

### The educational mission for:



**Kansas** - To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.



**USD 417** - Employees, parents, and patrons through their cooperative efforts assure district students of the knowledge, skills, and attitudes necessary to develop into lifelong learners who respect themselves and others, contribute to their communities, and succeed in a changing world.



**Council Grove Elementary** - Will provide a positive environment for all students to acquire the knowledge and skills to be productive, responsible citizens with respect for self and others.

# Morris County USD 417 Action Plan

Building: Council Grove Elementary

**Goal Statement: Students will increase their ability to develop and evaluate inferences and predictions based on numerical data.**

**District Exit Outcome(s):** (1C) Arithmetic/Math-performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques;(2D)Visualizes-organizes and processes symbols, pictures, graphs, objects, and other information; (2F)Reasoning-discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

**QPA Outcome:** (3C)Students will demonstrate complex thinking skills by using creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

## Baseline Data/Assessment Tools

1. ITBS Problem Solving Sub test (Grade 1-8 average 1.06 GE growth in 2005)
2. Kansas State Assessment (71% of students tested scored in the
3. Pre/Post tests in Grade 3 & 6

## Measurable Indicators of Success

1. Demonstrate a Grade 1-8 average GE growth of 1.0.
2. CGES will meet AYP on the Math State Assessment Test.
3. 50%of our students will score 70% or higher on the post test.

## Strategies:

1. Teachers/students will use the WISE problem solving strategy.
2. Teachers/students will use Think-Talk-Write strategy.

# Morris County USD 417 Action Plan

Building: Council Grove Elementary

## Research Base

**Strategy:** Teachers/students will use a problem solving model.

### **Documental Evidence:**

- Problem solving ability has been shown to improve with:
- increased age (maturation)
  - increased knowledge (available information)
  - increased skill (practice with processes). (Helgeson, 1994)
- Problem solving instruction has been shown to result in
- higher academic achievement
  - greater gains for low achieving and low socioeconomic students
  - long-term effects on analytical behavior (up to six years)
  - improved student attitudes toward course
  - gains in creativity and communication skills (Barr1994)
- Problem solving in instruction serves the following roles:
- justification for teaching a topic
  - motivation to study a topic
  - means for skill development
  - practice (Schoenfeld,1992)

**Strategy:** Teachers/students will use the Think-Talk-Write strategy.

### **Documental Evidence:**

- Classroom opportunities for talk will enable students to connect the language they already know from their own personal experiences & background with the language of the classroom and of mathematics. (Gawned, 1990)
- By talking to a sympathetic partner, students can test ideas, explore words, experiment with different methods of organization and and not lose valuable thought. (Reid1983)
- Discussing and writing are both important and vital aspects of communication at all levels, K-12. (NCTM, 1989)
- Access to others thoughts permits the refinement, extension, and validation of existing ideas, as well as clarification of partly understood ideas. (Labercane1988)

**Strategy:** Teachers/students will use a problem solving model.

Action Steps to be Implemented	Person(s) Responsible	Resources Needed	Dates	
			Start	End
New teachers will be trained in use of the WISE problem solving model	Lead Math Teacher or Mentor Teacher	Inservice Time	Fall, 2005	Fall, 2006
Teachers will post "WISE" charts in their classrooms	Classroom teachers	Black Line Masters	Fall, 2005	Spring, 2006
WISE problem solving model will be taught in the math curriculum	K-8 Math teachers	Curriculum guidelines and sample items from inservice	Fall, 2005	Spring, 2006
All teachers will relate the WISE model to other curricular areas	K-8 classroom teachers Title I teachers and paras	Curriculum guidelines and sample items from inservice	Fall, 2005	Spring, 2006
Students will demonstrate an understanding of problem solving on assessments	Students	Assessments	Fall, 2005	Spring, 2006

**Strategy:** Teachers/students will use the Think-Talk-Write strategy.

Action Steps to be Implemented	Person(s) Responsible	Resources Needed	Dates	
			Start	End
New teachers will be trained in Think-Talk-Write strategy	Teresa Disberger or Mentor Teacher	Inservice Time	Fall, 2005	Fall, 2006
Think-Talk-Write will be taught to the students in the math curriculum	K-8 Math Teachers	Materials from initial training	Fall, 2005	Spring, 2006
All teachers will relate Think-Talk-Write in other curricular areas	K-8 teachers & Paras	Materials from initial training	Fall, 2005	Spring, 2006
Students will demonstrate an understanding of Think-Talk-Write on assessments	Students	Assessments	Mar/April, 2006	Spring, 2006
Think-Talk-Write will be explained to parents	K-8 teachers	Parent/Teacher Conferences	October 26, 2005	October, 2006

# ACTION PLANNING FOR BUILDING STAFF DEVELOPMENT

Name of Building: Council Grove Elementary

**OUTCOME**  
What do we want to happen?

**INDICATORS**  
What evidence will we accept to verify that it has happened?

Teachers during math instruction will teach and use  
problem solving.

100% of the teachers will be trained in and use the problem  
solving model.

STAFF DEVELOPMENT STEPS	IMPLEMENTATION ACTIVITIES	DOCUMENTED EVIDENCE	TIME	
			BEGIN	END
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>New teachers will be mentored in the problem solving strategies.</li> </ul>	Logs	Sept. ,2005	May, 2006
<b>MODEL</b>	<ul style="list-style-type: none"> <li>Mentor teachers will model problem solving strategies to new staff.</li> </ul>	Logs	Fall, 2005	Spring, 2006
<b>LOW-RISK PRACTICE WITH FEEDBACK</b>	<ul style="list-style-type: none"> <li>Teachers will participate in problem solving situations</li> </ul>	Logs/Lesson Plans	Fall, 2005	Spring, 2006
<b>ON-THE-JOB PRACTICE WITH FEEDBACK</b>	<ul style="list-style-type: none"> <li>Teachers will teach and use problem solving techniques.</li> </ul>	Observation by Principal & lesson plans, SIP checklist	Fall, 2005	Spring, 2006
<b>FOLLOW-UP REFLECTION</b>	<ul style="list-style-type: none"> <li>Staff meetings for teachers</li> </ul>	Staff meeting Agendas	Fall, 2005	Spring, 2006
<b>LONG-TERM MAINTENANCE PLAN</b>	<ul style="list-style-type: none"> <li>Presentation/review of problem solving model for new and experienced teachers</li> </ul>	Agendas	Fall, 2005	Spring, 2006

# ACTION PLANNING FOR BUILDING STAFF DEVELOPMENT

Name of Building: Council Grove Elementary

**OUTCOME**  
What do we want to happen?

Teacher will teach the use of Think-Talk-Write in math instruction.

**INDICATORS**  
What evidence will we accept to verify that it has happened?

100% of the teachers will be trained in and use Think-Talk-Write techniques

STAFF DEVELOPMENT STEPS	IMPLEMENTATION ACTIVITIES	DOCUMENTED EVIDENCE	TIME	
			BEGIN	END
KNOWLEDGE	Mentors will inform new staff in Think-Talk-Write strategies	Logs	Sept., 2005	May, 2006
MODEL	Mentor will demonstrate to new staff Think-Talk-Write strategy	Logs	Sept., 2005	May, 2006
LOW-RISK PRACTICE WITH FEEDBACK	Teachers will participate in practicing Think-Talk-Write	Logs	Fall, 2005	Spring, 2006
ON-THE-JOB PRACTICE WITH FEEDBACK	Teachers will teach and use Think-Talk-Write techniques	Observations by principal and lesson plans	Fall, 2005	Spring, 2006
FOLLOW-UP REFLECTION	Quarterly Staff meetings	Staff meeting agenda	Fall, 2005	Spring, 2006
LONG-TERM MAINTENANCE PLAN	Presentation of Think-Talk-Write for new and experienced teachers	Agendas	Sept., 2005	May, 2006

# Morris County USD 417 Action Plan

Building: Council Grove Elementary

**Goal Statement: Students will increase comprehension scores in reading.**

**District Exit Outcome(s): 1A Basic Skills: Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.**  
**QPA Outcome(s): 2A. All students will demonstrate effective communication skills as evidenced by analyzing, summarizing, and comprehending what is read in all subject areas.**

## Assessments

### Baseline Data/Assessment Tools

1. ITBS Comprehension Subtest score (Grades 1-8 1.03 GE growth in 2004-05)
2. Kansas State Assessment (61.7% 5th at Proficient or above and 84% 8th at Proficient or above in 2005)
3. Grade K: KALL Assessment  
Grade 2: Kansas Reading Assessment (93% reading on grade level in 2005)

### Measurable Indicators of Success

1. Demonstrate a Grade 1-8 average GE growth of 1.0
2. Meet AYP for 2005-06
3. Grade 1: 80% mastery; Grade 2 80% reading on grade level; Formative Builder Common Assessments Grade 3-8

### Strategies:

1. Teachers will use QAR questioning skills.
2. Teachers/students will demonstrate the understanding of Concept Mapping.

---

**Research Base**

---

***Strategy: Question Answer Relationships (QAR)***  
***Documental Evidence:***

Research (Raphial, 1984) suggests that the value of QAR instruction lies in the way it clarifies how students can approach the task of reading texts and answering questions. It helps them to realize the need to consider both information in the text and information from their own background knowledge. The original QAR program was based on the Pearson and Johnson (1978) question taxonomy.

---

***Strategy: Concept Mapping***  
***Documental Evidence:***

Concept Mapping has identified three levels of information: a. central purpose b. major ideas c. supporting idea. Research has shown these factors play an important role in obtaining information on the part of the reader. (Kintsch and vanDijk, 1978; Meyer and McConkie, 1973.)

**Strategy:** Teachers/students will use QAR questioning skills.

Action Steps to be Implemented	Person(s) Responsible	Resources Needed	Dates	
			Start	End
Teachers will maintain their use of QAR.	Teachers	Principal will make observations and check lesson plans	2005	2006
New teachers will be trained in QAR	Title I Coordinator/ teachers	Inservice	2005	2006
Teachers will post QAR charts in their classrooms	Classroom teachers	Black-lined Masters	2005	2006
The concepts of QAR will be taught in the Language Arts Curriculum	K-8 Language Arts teachers	Information from inservice	2005	2006
All teachers will relate QAR to their curricular area	All Certified Staff	District Curriculum Guides	2005	2006
Students will demonstrate an understanding of QAR on Assessments	Students	Assessments	2005	2006
QAR will be explained to parents	K-8 Teachers	Parent Teacher Conferences	2005	2006

**Strategy:** Teachers/students will demonstrate the understanding of concept mapping.

Action Steps to be Implemented	Person(s) Responsible	Resources Needed	Dates	
			Start	End
Teachers will maintain their use of Concept Mapping	Teachers	Principal will make observations and check lesson plans & Examples of concept maps will be shared at inservice	2005	2006
All new teachers will be trained in Concept Mapping	Title I Coordinator/ teachers	Inservice	2005	2006
Concept Mapping will be taught in the Language Arts Curriculum	K-8 Language Arts Curriculum	Curriculum guides, graphic organizers, etc.	2005	2006
Teachers will relate Concept Mapping to their curricular areas	K-8 teachers, Title I, and Learning Resource teachers	Curriculum Guides	2005	2006
Students will demonstrate an understanding of Concept Mapping on Assessments	Students	Assessments	2005	2006

# ACTION PLANNING FOR BUILDING STAFF DEVELOPMENT

Name of Building: Council Grove Elementary

**OUTCOME**  
What do we want to happen?

**INDICATORS**  
What evidence will we accept to verify that it has happened?

Teachers will use QAR questioning skills

100% of the teachers will be observed using QAR questioning skills

STAFF DEVELOPMENT STEPS	IMPLEMENTATION ACTIVITIES	DOCUMENTED EVIDENCE	TIME	
			BEGIN	END
KNOWLEDGE	Send teachers to workshops using QAR questioning skills	Inservice brochures and agendas	Sept., '05	Sept., '06
MODEL	Training and reinforcement of QAR questioning skills in the district for all teachers and administrators	Inservice brochures and agendas	Sept. '05	Sept. '06
LOW-RISK PRACTICE WITH FEEDBACK	Teachers will practice using QAR questioning skills during district training	Inservice brochures and agendas	Sept. '05	Sept. '06
ON-THE-JOB PRACTICE WITH FEEDBACK	Teachers will use the QAR questioning skills	Lesson plans/Student samples/observation by principal	Sept. '05	Sept. '06
FOLLOW-UP	Grade level or staff meetings for teachers	Staff Meeting Agendas	Sept. '05,	Sept. '06
LONG-TERM MAINTENANCE PLAN	Presentation/Review of QAR for new and current teachers	Inservice Agendas	Sept. '05	Sept. '06

# ACTION PLANNING FOR BUILDING STAFF DEVELOPMENT

Name of Building: Council Grove Elementary

**OUTCOME**  
What do we want to happen?

**INDICATORS**  
What evidence will we accept to verify that it has happened?

Teachers will use Concept Mapping \_\_\_\_\_

100% of the teachers will be observed using Concept Mapping \_\_\_\_\_

STAFF DEVELOPMENT STEPS	IMPLEMENTATION ACTIVITIES	DOCUMENTED EVIDENCE	TIME	
			BEGIN	END
KNOWLEDGE	Provide new teachers with workshops on Concept Mapping	Workshop agendas & materials received at workshops	Sept., '05	Sept., '06
MODEL	Concept Mapping reinforcement training for all district teachers and administrators	Inservice brochures and agendas	Sept. '05	Sept. '06
LOW-RISK PRACTICE WITH FEEDBACK	Teachers will practice using Concept Mapping during district training	Inservice brochures and agendas	Sept. '05	Sept. '06
ON-THE-JOB PRACTICE WITH FEEDBACK	Teachers will use Concept Mapping	Lesson plans/Student samples/observation by principal	Sept. '05	Sept. '06
FOLLOW-UP	Grade level or staff meetings for teachers	Staff Meeting Agendas	Sept. '05,	Sept. '06
LONG-TERM MAINTENANCE PLAN	Review of Concept Mapping for new and experienced teachers	Inservice brochures	Sept. '05	Sept. '06

# Morris County USD 417 Action Plan

Building: Council Grove Elementary

**Goal Statement: Students will improve in the correct use of conventions in their writing.**

**District Exit Outcome(s):** (1B) Basic skills-Communicating-writes, listens, and speaks effectively.

**QPA Outcome(s):** (1B) Communicate clearly, both orally and in writing, for a variety of purposes and audiences. (2B) Write and orally communicate for: clear articulation, analysis, conceptualization, synthesis, and summarization of information.

## Assessments

### Baseline Data/Assessment Tools

1. ITBS Language Total score (Grade 1-8 average 1.14 GE growth in 2004-05 )
2. Kansas State Assessment (45.3% of students scored in the in the Proficiency or Above categories in 2004)
3. Local DOL pre/post test in Grades 4 and 7

### Measurable Indicators of Success

1. Demonstrate Grade 1-8 average GE growth of 1.0
2. Meet AYP in 2005-06
3. 85% of the students will show improvement from pre to post test. (Students scoring 95% on pre test are excluded from post test)

### Strategies:

1. Teachers/students will use the Six-Trait Analytic Scoring Model
2. Students will use DOL (Daily Oral Language) to improve mastery of conventions as defined in Benchmark 6 of the Kansas Curriculum Standards

## Research Base

### Strategy: Six-Trait Analytical Model

#### Documental Evidence:

- Voice** Increasingly, writing teachers and researchers have spoken of the importance of a strong, personal, individual voice in writing. *Writing: Teachers and Children at Work* (Graves, 1990)
- Ideas** ...sometimes she will write down all the ideas cluttering her mind just to get it into the open and out of her system. *In the Middle: Writing, Reading, and Learning with Adolescents* (Atwell, 1986)
- Organization** Graves wants to find out how his students make writing choices and work through their thoughts to put them on paper. *A Fresh Look at Writing* (Graves, 1994)
- Conventions** Writers learn mechanics in context. *A Fresh Look at Writing* (Boynton/Cook, 1987)
- Six-Trait Model** The traits are used to help children become more skilled writers and the Six-Trait Analytical Model is used to assess students writing. *Creating Writers: Linking Assessment and Instruction* (Spindel/Stiggins, 1997)

## **Strategy: Daily Oral Language (DOL)**

### **Documental Evidence:**

As proficiency in the forms and functions of language grows, children also gain “metalinguistic” skills. These involve the ability not just to use language but to think about it, play with it, talk about it, analyze it componentially, and make judgments about acceptable versus incorrect forms.

*Preventing Reading Difficulties in Young Children*  
(Catherine Snow, 1998)

Models that emphasized basic skills (language, math computation, vocabulary, spelling) succeeded better than others in helping children gain these skills.

(Stebbins, 1977)

Outstanding teaching presents explicit instruction for reading and writing, both in the context of “authentic” and “isolated” practice.

*Preventing Reading Difficulties in Young Children*  
(Catherine Snow, 1998)

Conventionally correct spelling should be developed through focused instruction and practice.

*Preventing Reading Difficulties in Young Children*  
(Catherine Snow, 1998)

**Strategy:** 6-Trait Writing Analysis

Action Steps to be Implemented	Person(s) Responsible	Resources Needed	Dates	
			Start	End
Each student will submit a pre and post work of writing to be scored by the 6 Trait model	All Teachers K-8	6 Trait Rubrics Class Writing Examples	Fall '05	Spring '06
A 6-Trait Book Study will be offered	Ken England	Personal copy to be purchased by each teacher enrolled	Fall, '05	Spring '06
Teachers will share activities that they teach the six traits	All teachers K-8	Staff Development Late Starts	Fall '05	Spring '06
Teachers will review Student writing examples that scored an average of 3.0 or above on the 6-Trait Analysis Model	All teachers K-8	Staff Development Late Starts	Fall '05	Spring '06
All teachers will teach activities to strengthen 6-Trait writing	All teachers K-8	Notebook of Activities	Fall /05	Spring '06

# ACTION PLANNING FOR BUILDING STAFF DEVELOPMENT

Name of Building: Council Grove Elementary

**OUTCOME**  
What do we want to happen?

**INDICATORS**  
What evidence will we accept to verify that it has happened?

K-8 Teachers will teach and assess writing using the  
6 Trait Writing Model

Student Pre/Post writing assignments

STAFF DEVELOPMENT STEPS	IMPLEMENTATION ACTIVITIES	DOCUMENTED EVIDENCE	TIME	
			BEGIN	END
KNOWLEDGE	Teachers will share 6-Trait activities. Teachers will be given 6-Trait activities from the modified released state writing assessment examples	Documented on Professional Development Point Sheet	Sept., '05	Sept., '06
MODEL	Shared Activities	Inservice Agendas	Sept. '05	Sept. '06
LOW-RISK PRACTICE WITH FEEDBACK	K-5 and 6-8 Teacher Inservice; After school book study	Meeting Agenda to Administrator Administrator participation	Sept. '05	Sept. '06
ON-THE-JOB PRACTICE WITH FEEDBACK	Implementing activities with students	Lesson plans/Student samples	Sept. '05	Sept. '06
FOLLOW-UP	Multi grade meetings for staff	Staff Meeting Agendas	Sept. '05,	Sept. '06
LONG-TERM MAINTENANCE PLAN	Presentation/Review of 6-Trait Model for new and current teachers	Inservice Agendas	Sept. '05	Sept. '06