



WE THINK AS INDIVIDUALS AND ACT AS A COMMUNITY

**Denver Public Schools
Greenwood K-8 School**

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**Beacon School Initiative
Marie L. Greenwood K-8 School
Request for Proposal**

I. Academic Vision Statement

Marie L. Greenwood K-8 School functions as a team based, collaborative environment focused on preparing students for secondary and post secondary education through an experiential technology based learning environment. All students are provided equal access to excellence in education through a rigorous standards based educational environment that is focused on student achievement, through data driven differentiated inclusive instruction, and best practices as modeled by the 90/90/90 schools instructional characteristics. Embedded educational practices employed include collaborative scoring, common assessments and multidisciplinary non-fiction writing. Grade-level and above student achievement will be achieved through frequent and embedded interventions, including daily prescriptive intervention labs. Our graduates will be prepared to succeed in an accelerated collegiate track in high school and beyond. The goal of Greenwood K-8 is not only to have every 8th grade student graduate and continue in a collegiate track, but more importantly to have in place critical thinking and processing skills so that knowledge based choices and decisions can be made by the student.

II. Educational Plan

Goals

Greenwood will continue its implementation of standards based instruction following the model of 90/90/90 schools with a focus on academic achievement, clear curriculum choices, frequent assessment of student progress, an emphasis on nonfiction writing and collaborative scoring of student work. Through a sustained focus on student achievement, Greenwood has gone from a 5th grade reading proficiency level of 12% in 2004 to a 49% proficiency level in 2006; from a 5th grade writing proficiency level in 2004 of 7% to 32% in 2006; and from a 5th grade math proficiency level of 15% in 2004 to a 44% proficiency level in 2006. Similar proficiency levels of growth are present in 3rd and 4th grade as well.

In the 2006/07 school year, Greenwood will focus on eliminating the 4th grade slump pattern that exists in Greenwood, as well as through out the state. This will be done through alignment of assessment frameworks and power standards in the fourth grade with frequent review of student achievement and effective strategies. A vertical teaming process is established with the 3rd grade team with the incorporation of additional 4th grade performance outcomes in the 3rd grade curriculum.

Over the next three years Greenwood will exceed Denver Plan expectations of increasing 10% of the prior year's proficient students, with a solid 5% to 10% growth in proficient and advanced categories in 3rd and 5th grades to meet the state averages by 2008/09. This will be accomplished through our focused emphasis on nonfiction writing, continued utilization of data teams, and continued focus and refinement of best instructional strategies. With the continued focus on 90/90/90 strategies, Greenwood will achieve 90% proficiency and excellence ratings by 2010/2011, within five years of formalizing this plan.

Academic Program/Student Achievement/Differentiation

Emphasis on clear curriculum choices means a continued focus on the core content areas of reading, writing and math with increased opportunities for students to improve. The block schedule incorporates thirty minutes each day for grade levels to address interventions and enrichment through flexible groupings across grade levels. Support staff, facilitators, and specials staff are incorporated into the planning process to enhance the learning opportunities of the students. 6th through 8th grade students receive a double block of math, reading and writing on a daily basis. Students in Kindergarten through 5th grade receive 75 minutes of math, and 135 minutes of reading and writing each day. With the use of a 30 minute block period for interventions and enrichments on a daily basis within each grade level, students may receive up to 150 minutes of literacy or 100 minutes of math on a daily basis, based on individual need. These curriculum expectations meet and exceed the Denver Plan

Technological resources are currently used to support understanding, and enrich and engage students in the learning process with continued emphasis on reading, writing, math and science. We are currently researching computer based reading and writing programs to enrich and enhance the opportunities for our ELL and special education

students. A computer enhanced science program is being researched as a means to enrich student understanding while maximizing staff and physical resources. A complete technology based description follows.

AVID based strategies for reading, writing, inquiry and critical thinking is being implemented from 5th through 8th grade. These strategies focus on critical thinking, reasoning, inquiry as well as the development of effective study skills. AVID students will be prepared to take Algebra and a full year of a foreign language in 8th grade, which is vital for high school success and access to AP courses. In 2006/07, an additional math course is being implemented called CMP & Beyond, which will provide an accelerated path to Algebra in 8th grade.

Additional courses to prepare students for a secondary college prep curriculum will include foreign language. Greenwood K-8 currently offers world language to all 6th grade students, as well as for one strand in each 4th and 5th grade level. With the support of our community and CSC, emphasis will continue to be placed on foreign language. Eighth grade students will be expected to participate in a full year foreign language course in preparation for high school. Additionally, either through grants or prioritization of allocations, emphasis will be placed on offering foreign language in the primary grades. The emphasis will be on both language acquisition and cultural awareness, as is offered in a World Language course.

Data teams are a critical part of Greenwood's ongoing achievement growth. Student data is collected school wide on a monthly basis and reviewed by grade level teams weekly, with subsequent adjustments in instructional practice. A school-based user friendly data base system has been established to enable teams to review student achievement effectively and make timely decisions regarding curriculum implementation and adjustments. Currently, student achievement is posted by grade level to celebrate and encourage student progress. School wide data is presented in the front of the school for everyone to see progress and review student work. The implementation of this practice will continue to focus the school on the importance of writing and continued student advancement toward proficiency.

Common outcomes and assessments will be/are a part of every grade level. Teams are provided a half day planning session on a monthly basis to assist in the identification of common outcomes and development of assessments. Teams have identified power standards aligned with assessment frameworks and standards based report cards. The focus of instruction is for mastery in those areas identified as power standards and base learning skills needed for scaffolded instruction.

The embedding of writing, as a part of authentic literacy is a key element of the curriculum. The use of writing prompts in the math and science rooms, as well as in the literacy based classroom is a daily expectation. Writing as an extension of the reading, thinking and talking process is a core component of each classroom. Nonfiction writing, as part of each content area is the norm. Monthly writing prompts, following instruction in the specific genre will be collaboratively scored, reviewed, reflected on and impact ongoing instruction. Data from these monthly writing prompts is collected and reported on the school data base. A process for collecting data from the nonfiction writing

prompts utilized both in a formalized and daily informal basis will be developed in order to continue the process of differentiating instruction and engaging the student in ongoing achievement.

Sheltered instruction to support all learners will be/is the expectation in each classroom. Emphasis is placed on continued, purposeful oral language development for all students particularly our language learners and special education learners. The development of oral language is critical for the ongoing development of writing skills and transition of students to academic language.

Technology Component

The main objective for incorporating technology into the classroom is to provide an authentic learning tool designed to enhance the classroom instruction with active and inclusive student engagement. With the integration of technology into classroom instruction, our faculty will create meaningful relationships between the modern world and education. For our students, technology will be a tool enhancing the learning process in the areas of: critical thinking, problem solving, information usage, communication improvement, innovation development and the ability to internalize collaboration. The use of technology will also be designed to meet the specific and unique needs of our language acquisition learner, our special education learner, and our gifted learner.

This strand will ultimately have four components:

1. Professional Development

All staff will be provided professional development sessions on the importance of coupling technology with education and how to effectively utilize technology to increase student engagement. Emphasis will be placed on how to help teachers accomplish the task of teaching basic skills, in addition to broadening the curricula to fully incorporate a meaningful context of learning with the assistance of technology tools. Technology is ever changing therefore making it a requirement to continuously offer new and exciting ways to incorporate technology into our school. The following are several rules of thumb to consider when planning and implementing professional development:

- Invest in professional development as an essential element to successful implementation of the technology. If funds are limited, use what is available for professional development and seek other funding sources, including grants and business partnerships, for acquiring technology.
- Focus on ensuring teacher access to and comfort with technology for their own uses before expecting extensive use with students.
- Maximize the leverage of professional development by investing in lead cadres of teachers who are supported to share expertise with colleagues, and in other trainer-of-trainers models.

2. Instructional

Emphasis will be placed on providing small labs within the classroom, utilizing both laptop and desktop models. Access to Internet-based programs to enhance reading will be a primary focus. Accelerated Reader based programs are available via the Internet, opening a vista of opportunity for students to read many more books than are available within the school library. These types of program support the students' growth as well as the school's fiscal resources. Use of these assessment-based reading programs within the classroom provides more opportunity for the teacher to respond directly to the students learning needs. Additional programs will be provided within the classroom to support math and writing. The advantage of these classroom-based programs is placement within the inclusive environment. Students will be able to participate in multiple activities within the classroom that directly support their learning needs, styles, and daily outcome expectations. Students working on language transition will have access to reading and writing programs supporting them at their specific level of acquisition thus enhancing their learning opportunities.

In 2005/06, Greenwood implemented a project based lab program where students were provided the opportunity to expand on their "passion" such as creative writing. This program will be expanded in 2006/07 to more students on a vertical team basis, utilizing technology as the forum for project based instruction. This will provide additional opportunity for accelerated students to extend their knowledge and love of learning.

3. Classroom

Computer enhanced instruction within the classroom will be implemented over the next three years utilizing technology levy funds. In 2006/07 four ActiveClassroom labs are being installed. This interactive technology allows for immediate feedback for the students, as well as learning done in an environment that is relevant and conducive to their often prevalent modes of learning via joy sticks and "X Boxes."

Implementation of a technology enhanced science lab, to complement and supplement the existing science facilities is being proposed. The computerized science program, while aligned and supportive of the DPS curriculum and plan, will also provide additional enrichment opportunities for our students. This emphasis on the sciences will further prepare our students for college prep programs in high school.

Implementaiton of a current events based reading and writing computer based program is also being proposed. This program, Achieve3000, or its equivalent, provides direct access to level based reading and writing in English, Spanish or a combination based on student need. This computer based program will support our transition students, our special needs students, both within the classroom and as an after school lab program. The interactive program utilizes current events, geography, science and math stories to support both reading and writing proficiency while acquiring content based knowledge.

Continued implementation of project based learning utilizing current and future enhanced technology will be a focus for Greenwood K-8 as the middle school is being developed.

This is seen as an effective strategy for supplementing limited space and resources, while enhancing learning opportunities for our students.

School Culture/Climate

Greenwood believes that all students can and will learn and that effort based instructional opportunities are essential to the successful learning. As a result, student work is displayed throughout the school and all efforts are celebrated. Opportunities to grow as an individual are valued with students being encouraged to participate in culturally significant activities such as our Mexican Folkloric Dance Troupe and our African Dance group. Student government is being formed to encourage participation and understanding of the democratic process. Extensive after school programs are offered to students to provide a balance and relevancy to the educational process. Participation is contingent on maintaining progress towards expectations. Students are required to participate in tutoring if they are not meeting expectations.

Greenwood has been utilizing the Peace Curriculum as part of our character education program, and will continue to do so. Time to Teach is being implemented in the 2006/07 school year, and a Peer Mentoring Program is being considered as we move towards a full K-8 school.

Parents are actively included in the daily school activities, with parents participating as instructors in the after school program and during the day as volunteers in the classroom and office. Greenwood has also been proactive in “growing our own” from our parents and staff. Three parent have successfully completed all requirements for becoming bilingual paraprofessionals. Two paraprofessionals have participated in the UNC teacher preparation program. One teacher is now on staff with the other paraprofessional anticipating successful completion of the UNC program and placement within DPS. We have supported staff and parents transitioning from foreign countries in state side recognition of teaching certification. These efforts on the part of the school, provides an environment where parents know they are valued and welcomed. This results in greater parent involvement in the success of their student with acknowledgement of the need for and support of our educational system.

Timeline

2006/07 Continued integration of 6th grade with development of curriculum and program design for 7th and 8th grade. Continued professional development focused on nonfiction writing, collaborative scoring, enhancement of PLC/data teams, implementation of key instructional strategies for student achievement, AVID training and implementation and implementation of ActivClassroom. Review of staffing needs for 7th grade in conjunction with internal support to qualify successful teachers with secondary credentials.

2007/08 Implementation of technology based science and reading/writing programs. Addition of 7th grade. Implementation of foreign language and continued acceleration of CMP. Increased utilization of project based education with technology integration into the classroom. Continued focus on best practices of nonfiction writing, collaborative scoring, data team development, accelerated programs and AVID with identified realignment to be within 10% of state wide average. Realignment of primary

grades to accommodate original K-8 program. Realignment of 3rd grade curriculum to overlap 4th grade expectations. Initiation of 2nd grade curriculum realignment to include accelerated attainment of 3rd grade skills. Continued focus on ELL transition needs through use of sheltered instruction, and computer assisted reading and writing programs. **2008/09** Addition of 8th grade. Algebra and full year Spanish program. AVID based transition programs for college prep. Meeting and/or exceeding state wide average for proficiency. Fully embedded nonfiction writing, integrated through out the curriculum with understanding of learning to write versus writing to learn.

Schedule (Attached Appendix A)

III. Leadership & Staffing

The Administrative Leadership Team at Greenwood K-8 is comprised of the following:

Ruth Navarro Frazier – Principal
Gilberto Marín – Assistant Principal
Nelson Van Vranken – Math Facilitator
Mary Trujillo – Humanities Facilitator

The following individuals, in addition to the leadership team, were critical to the development of our Beacon School proposal

Marcella Smith – 5th Grade Teacher
Lisa Bell – Special Education Teacher
Alanna Morse – 1st Grade Teacher
Kelly Kane – 3rd Grade Teacher
Jen Reming – 3rd Grade Teacher

The operational based Leadership Committee meets every two weeks and is comprised of a representative from each grade level, from specials, from support staff, and includes the administrative team. School Improvement Plans are developed with the leadership committee, as well as oversight on the professional development plan for the year. The leadership committee also is crucial to the development of our schedule and overall ongoing design of the school. Members of the leadership committee serve as the direct conduit to grade level teams, reducing the need for frequent faculty meetings.

The Administrative Leadership team is balanced, focused and ready to continue what we have started out to do – create a high achieving school in the Northeast quadrant of Denver. The leadership team is highly skilled in key areas vital to the success of our school. Mary Trujillo and Nelson VanVranken create and implement differentiated staff development geared to the needs of all our teachers. Their high level of effectiveness is seen in the increased assessment scores for the school. Gilberto Marín is highly skilled in ELL strategies and sheltered instruction (SIOP). His expertise has helped and will continue to help in the development of a responsive and successful transition program as well as support the ongoing engagement of our Latino population. Ruth Frazier is very familiar with technology and data analysis, and works weekly with teachers to review, reflect and revise instructional strategies based on current student data.

As Greenwood continues to add on 7th and 8th grade level over the next two years, there will be a staffing pattern of three grade level sections in Kindergarten through 5th grade with two sections in 6th through 8th grade. Additionally, foreign language, Algebra, and a full fine arts program will be added and developed. In two years, foreign language will be offered as a special to all grades.

The identification of Greenwoods' vision into a Beacon School has been addressed by the school Leadership Committee, the faculty, the CSC and with communication to parents.

This move is seen as a logical extension of what has already been approved in concept and out in place.

The Leadership Committee will continue to develop expectations for professional development and outcomes needed to achieve 90/90/90 status. This will be communicated to staff on a grade level basis with the support of the principal and the administrative team. Grade level teams will review and come to greater understanding of the expectations of Greenwood K-8 as a preparatory school, with opportunities for multiple conversations with the principal regarding what teacher will be provided an “Intention to Participate” form to complete. This form will describe the expectations and will provide for an opportunity for each teacher to either acceptance or not their role in the ongoing development of Greenwood.

Organizational Structure

Principal → CSC



Administrative Team

Leadership Committee → School Committees

ECE →	AM/PM Program
Kindergarten →	Full day English, Full day Spanish AM/PM
1st Grade →	Two ELA/E One ELA/S
2nd Grade →	Two ELA/E One ELA/S
3rd Grade →	Two ELA/E One ELA/S
4th Grade →	Two ELA/E One ELA/S
5th Grade →	Two ELA/E One ELA/S
6th Grade →	Literacy/Social Studies Math/Science
7th Grade →	Literacy/Social Studies Math/Science
8th Grade →	Literacy/Social Studies Math/Science
Specials →	PE Dance Art Music Technology Foreign Language
Support →	School Counselor M/M Teacher Psychologist Nurse

IV. Professional Development

Weekly differentiated staff development will be provided to teachers in order to continue with understanding and implementation of best – practices. Participation in professional out of school activities will be provided. Currently 50% of the staff has participated in the Professional Learning Community training provided by Rich DuFour. Greenwood participated in, helped develop, and will continue to support area wide professional development of teachers. The Center for Performance Assessment provided training in Making Standards Work. Continued emphasis will be placed on training in data teams and understanding how to develop power standards, common assessments, and interventions and success for all students,

The 90/90/90 Schools achieved success by focusing on increasing student achievement in reading, writing, and math. We will do the same, including sheltered instruction and focusing on nonfiction reading and writing. Faculty members will be expected to implement best practices from the DPS Best Practices Document. This includes using the intended student outcomes from the literacy and math planning guides.

Implementation of Sheltered Instruction, based on the SIOP model, is a critical expectation of all staff members in every content area. Teachers will provide time in each content area for oral language development and nonfiction writing. Students will read it, talk it, and write it. Teachers must give timely critical feedback of student work in order to push student achievement. The utilization of technology to support learning will be included in every classroom

To increase reading achievement, all teachers are expected to have a deep understanding of the strategies and skills for focused instruction at each stage of the developmental stages of reading. Teachers will use differentiated grouping to enable students to be critical thinkers as they read.

Teachers will ensure that students understand the writing process: Why do we use writing rubrics to reach our target goal? Why do writing exemplar papers meet or exceed the state and national standards? Students are expected to use the Plan, Draft, Revise, Edit, Publish, and Share Model, publishing for each genre study.

Teachers will have knowledge of testing purpose, procedure, and analysis of the following assessments: DRA2, EDL2, Reading, Writing, and Math Benchmarks, Spanish Observation Survey, Reading, Writing, Math, and Science CSAP, and CELA. Teachers will understand how to use the CSAP Frameworks, data, released items, and test taking strategies in order to use the data to focus on Power Standards

Staff development will be provided as a whole group, grade level, vertical teams, or one to one coaching, in order to continue and deepen our understanding and implementation of best practices. We are a professional learning community, trained by Rich DuFour. As Data Teams, we focus our discussions by continually examining student formal and informal assessments, describing what focused instruction helped, and what strategies we can use with high, average, second language, and struggling learners.

V. Enrollment

In 2006, with the addition of 6th grade, Greenwood has an enrollment of 649 students. With the addition of 7th and 8th grade, and a continued focus on neighborhood and community based enrollment, Greenwood will have a maximum enrollment of 670 students. In progressing towards this enrollment and its impact on the neighborhood, emphasis will be placed on developing a neighborhood school of choice concept within the Montbello area, so that the community concept is maintained. Neighborhood students will continue to have first choice for attendance with a community base only for choice. Greenwood increased enrollment significantly over and above the anticipated enrollment when we became a K-8 school in 2006. This speaks to the desire of the community to “grow our own” and develop options within the community. The development of a high achieving preparatory K-8 school supports that community concept.

Greenwood will not be incorporating any new admissions requirements. The Board approved priority policy of currently enrolled students → residents → non residents currently enrolled → other Denver residents → non Denver resident siblings of enrolled students will be maintained. Greenwood is currently approaching capacity, and will be returning to the approved grade level alignment. With the addition of 7th grade and then 8th grade over the next two years, the projected enrollment of 670 will be maintained.

Continued involvement with the community and the Montbello/Green Valley schools, and continued progress towards attaining the identified proficiency goals will provide the marketing necessary to maintain our enrollment

VI. Community Engagement

A partnership with the community will be developed to help in the support and enhancement of after school programs for all students, in the development and support of outdoor educational experiences for all learners and in the development of career based experiences for all students.

Development of our parent involvement, through BPAC, PTO and CSC will be ongoing. A parent liaison was hired in 2006/07 to develop and improve parental involvement. Several needs have been identified – educational support in the form of English language classes and technology classes have been requested. Plans are being developed to either cooperate with existing programs or to offer evening programs at Greenwood. With the inclusion of an adult learning environment, we create additional support connections with the community.

An additional primary focus will be on developing a mentoring program with Metro State College and other local high education facilities to develop mentoring relationships with our middle school students. The goal of the mentoring relationship is to develop a broader reality based vision of what can be for our middle school students and to provide an appropriate peer support for their next step into high school and college.

VII. Sustainability

Greenwood K-8 will be applying for School Innovative Grants to help in the purchase of software and hardware to enhance the technological opportunities for our students. All the other components of the school are “good business” and will continue whether we are awarded any funds or not. The focus and emphasis on becoming a high achieving preparatory school for high school and college will continue as a self-sustained, self-fulfilling concept because it is what our students need, and it is what our parents, teachers and community want. Support staff is already in place for Greenwood, including a half time foreign language instructor. As 7th and 8th grade classrooms are added, along with the allocations attached to the class, a full array of content based, specials and support staff will be maintained within the resources provided by the district.

Greenwood K-8 School

Appendix A

2006/2007 Schedule

Grade	Block 1 8:15 - 9:00	Block 2 9:00-9:45	Block 3 9:45-10:30	Block 4 10:30-11:15	Block 5 11:15-12:00	Block 6 12:00-12:45	Block 7 12:45 - 1:30	Block 8 1:30- 2:15	Block 9 2:15-3:00
6th	6A	6 Lab 30 min	Instructional Block – 90 minutes		Inst – 45	Lunch	Inst – 45	Instructional Block – 90 minutes	
5th	5A	5 Lab 30 min	Instructional Block – 135 minutes			Lunch	Instructional Block – 135 minutes		
4th	4 Lab	4A	Instructional Block – 135 minutes			Lunch	Instructional Block – 135 minutes		
3rd	Instructional Block – 135 minutes		3A	Lunch	Instructional Block – 135 minutes			3 Lab 30 min	
2nd	Instructional Block – 180 minutes				Lunch	2 Lab 30 min	2A	Instruction – 90 min	
1st	Instructional Block – 180 minutes				Lunch	1 Lab 30 min	Instructional Block – 90 min		1A
ECE/K	8:15 – 11:00 ECE & Kindergarten AM					12:15 – 3:00 ECE & Kindergarten PM			
	8:15 – 11:00 Full Day Kindergarten				11:00 Lunch	12:00 – 3:00 Full Day Kindergarten			
	Instructional Block		ECE/K	Instruction			Instructional Block		ECE/K
	Instructional Minutes	1 & 2 Grades	3rd - 5th Grades	6th Grade Instructional Minutes			Specials "A"		Labs
	Reading	90	75	Math	90		Music	Math Lab	
	Writing	60	60	Literacy	90		PE	Reading Lab	
	Skills	30	30	Soc/Sci	45		Dance	ELD Lab	
	Math	75	90	ELD/AVID/Skills	45		Art	AE ²	
	Science	In	4 days	Math	45		Tech	Writing Lab	
	Social	Literacy	1 day	Special 1	45				
	Studies	Block	Sci/Soc	Special 2	45		Beyond CMP		
	ELD/Avenues	30	30				World Lang		
	Specials 1	45	45	Total Inst	360		AVID		
	Specials 2	30	30	Lunch	45		Vocal &		
	Total Inst	360	360	Total Day	405		Instru		
	Lunch	45	45				Seminar/Keyboarding		
	Total Day	405	405						



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Appendix B

Position Description Instructional Teacher

Greenwood instructional positions are content based in 3rd through 8th grade. ECE through 2nd grade teach in a self contained learning environment. Specialists, including technology, music, art, drama, physical education and foreign language teachers incorporate the same learning and instructional strategies as the content based instructor. All teachers at Greenwood K-8 support the concept of effort based instruction and authentic literacy. Effort based instruction means that we believe every student will learn given the opportunity for continued effort based improvement, and that learning happens based on the effort applied not on a standardized score. Authentic literacy is focusing on reading, thinking/talking, writing as a connected and related function. Students learn best when they talk about what they read and then write about their understanding. Read it, Speak it, Write it.

All instructional teachers at Greenwood will focus on student achievement through reading, writing, and math utilizing best practices including sheltered instruction. Instructional teachers will be expected to implement best practices from the DPS Best Practices Document. This includes using the intended student outcomes from the literacy and math planning guides. All instruction at Greenwood is standards based instruction.

Implementation of Sheltered Instruction, based on the SIOP model, is a critical expectation of all staff members in every content area. Teachers will provide time in each content area for oral language development and nonfiction writing. Students will read it, talk it, and write it. Teachers in a specialist field will incorporate nonfiction writing on a regular basis. Teachers will give timely, critical feedback to student work in order to enhance student achievement. The utilization of technology to support learning will be included in every classroom.

To increase reading achievement, all teachers are expected to have a deep understanding of the strategies and skills for focused instruction at each stage of the developmental levels of reading. Teachers will use differentiated grouping to enable students to be critical thinkers as they read.

Teachers will ensure that students understand the writing process: Why do we use writing rubrics to reach our target goal? Why do writing exemplar papers meet or exceed the state and national standards? Students are expected to use the Plan, Draft, Revise, Edit, Publish, and Share Model, publishing for each genre study.

Teachers will have knowledge of testing purpose, procedure, and analysis of the following assessments: DRA2, EDL2, Reading, Writing, and Math Benchmarks, Spanish Observation Survey, Reading, Writing, Math, and Science CSAP, and CELA. Teachers will understand how

to use the CSAP Frameworks, data, released items, and test taking strategies in order to use the data to focus on developing and implementing Power Standards.

Teachers will be capable of utilizing technology to report on and analyze student data. Training is provided to teachers to ensure familiarity with Excel spreadsheets and district generated databases on OASIS and EduSoft. Teachers will be expected to analyze, group and regroup in order to meet the remediation and enrichment needs of every child in the class. Teachers will report grades and progress reports on the computer, and utilize the grade book provided on IC.

All teachers participate in grade level planning, collaborative scoring and achievement analysis of students on the grade level team. Grade level teams share effective strategies, plan common outcomes, and work collaboratively to provide access and excellence to every student on the team. Grade level teams collaborate in providing ongoing communication and inclusion with parents, understanding that parents are a vital link in the educational success of the student.

All teachers support the Greenwood K-8 achievement goal of 90% proficiency, agree to participate in training and implementation of best practices, and embrace the global emphasis of Rigor > Relevancy > Relationships throughout the school.

Name/Signature: _____ Date: _____

I agree to the principles outlined in the Greenwood K-8 Beacon School Initiative, and the definition of instruction given above, focusing Greenwood on a comprehensive, rigorous, and achievement based student learning environment.