

DRAFT 2011-12 School Improvement Action Plan DRAFT

School: McKinley Elementary	Team Members: McKinley Staff & Site Council	Date: June 2011
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Previous Goal and results:

Reading:

Percentage of third, fourth, and fifth grade students scoring proficient and higher in reading will increase 5% as measured by the Oregon State Assessment. **Goal was not met. See below.**

	*2006-2007	2007-2008	2008-2009	2009-2010	2010-11
3rd Grade	85.4%	83%	85.8%	86.2%	80%
4th Grade	79.7%	88%	80%	86.5%	81%
5th Grade	69.8%	75%	81.3%	78.2%	66%

**Note from ODE: "The percent of students meeting standard in 2006-2007 is not comparable to previous years' results." Expectations were raised in December 2006. Due to changed cut scores, results are not comparable. Additionally, due to online TESA problems, students did not receive multiple opportunities to test.*

Writing:

Goal A: Percentage of students scoring proficient and higher in writing will increase at each grade level as measured by the On Demand Writing Work Sample Assessment given 4 times a year. **We did increase at every grade level as measured by our in-house On Demand Writing prompt. However, we decreased by 11% the percentage of 4th graders meeting on the State Writing test.**

	2007-2008 Scoring Prof/Exc. SPRING 08 (Overall)	2008-2009 Scoring Prof/Exc SPRING 09 (Overall)	2009-2010 Scoring Prof/Exc. SPRING 10 (Overall)	2010-2011 Scoring Prof/Exc. 1 st Writing Work Sample-FALL (Overall)	2010-11 Scoring Prof/Exc 2 nd Writing Work Sample-Winter (Overall)	2010-11 Scoring Prof/Exc 3 rd Writing Work Sample-Spring (Overall)	2010-11 Scoring Prof/Exc 4 th Writing Work Sample-Spring (Overall)
Kindergarten	78.13%	68.52%	69.66%	0%	34.45%	42%	58%
1st Grade	50.00%	58.25%	48.51%	0%	15.15%	13%	22%
2nd Grade	75.79%	69.52%	46.15%	0.009%	0.048%	32%	39%
3rd Grade	37.37%	57.80%	53.19%	0%	0.054%	29%	32%
4th Grade	39.78%	32.61%	42.55%	0.05%	15.95%	28%	41%
5th Grade	56.41%	61.11%	39.29%	24.05%	35.92%	35%	45%

4th Grade State On Demand Writing Assessment Percentage Meeting & Exceeding:

Year	Overall	Year	Overall
2010-2011	40%	2007-2008	47.87%
2009-2010	51.6%	2006-2007	59.77%
2008-2009	44.00%	2005-2006	54.30%

Goal B: Percentage of students scoring proficient and higher in conventions will increase 25% from the 1st to the 4th On Demand Work Sample in grades Kindergarten through Fifth. **This goal was met. See below:**

Convention Scores 2010-2011				
Grade	Fall 2010	Winter 2011	Spring 2011	Final 2011
Kinder	0.004%	38.65%	56%	68%
1 st	0%	15.15%	15%	21%
2 nd	0.07%	0.085%	34%	38%
3 rd	0.08%	27.02%	43%	45%
4 th	5.46%	24.54%	49%	52%

Math:

Percentage of third, fourth, and fifth grade students scoring proficient and higher in mathematics will increase 5%, using the percentage from the year prior so as to compare the same group of children, as measured by the Oregon State Assessment. **This goal was not met.**

Oregon State Assessments

	*2006-2007	2007-2008 Overall as of 6/15/08	2008-2009	2009-2010	**2010-11
3 rd Grade	83.3%	77.80%	86.8%	81.9%	60%
4 th Grade	68.4%	72.80%	75.8%	86.5%	55%
5 th Grade	76.7%	87.40%	82.4%	82.8%	54%

**Note from ODE: "The percent of students meeting standard in 2006-2007 is not comparable to previous years' results." Expectations were raised in December 2006. Due to changed cut scores, results are not comparable. Additionally, due to online TESA problems, students did not receive multiple opportunities to test. **Cut scores and test format changed in 2010-11.*

Prioritized Needs with supporting data:

Last year's school improvement planning efforts at McKinley focused on setting up accountability measures for time in text and higher level questioning in the area of reading; explicitly teaching, holding students accountable for and giving timely feedback on conventions in the area of writing; and posting learning objectives (both content and language) in the area of math.

During the 2011-2012 school year, we will be putting our energy toward two specific strategies: Conferencing with individual students (in both areas of reading and writing) and implementing SIOP strategies (in the area of math). We believe that by focusing on **Conferencing** and **SIOP** we will do a better job of meeting every child's individual learning needs, as well as helping us address the needs of English Language Learners and Students with Disabilities.

During the 2010-2011 school year, we did not make AYP in the area of Mathematics for both Limited English Proficient and Students with Disabilities sub-groups of students. Therefore, we will set a specific goal to make at least Safe Harbor in the area of Math for both the LEP Students and for Students with Disabilities.

District Goal for 2010-15: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

“SMART” Goal Statement: SMART – Specific, Measurable, Achievable, Relevant, Timely

StEPP 1: The percentage of Kindergarten students meeting District college and career readiness benchmarks (foundational knowledge in reading and math) will increase from **35.2% to 50%** by the end of the 2011-2012 school year.

StEPP 2: The percentage of 2nd grade students meeting District college and career readiness benchmarks (reading on grade level) will increase from **49.5% to 60%** by the end of the 2011-2012 school year.

StEPP 3: The percentage of 5th grade students meeting District college and career readiness benchmarks (reading, writing & math) will increase from **35.8% to 42%** by the end of the 2011-2012 school year.

Math AYP for Limited English Proficient Students: The percentage of 3rd, 4th & 5th grade LEP students meeting on the Math OAKS will increase from **37% to 43%** by the end of the 2011-2012 school year, in order to make Safe Harbor.

Math AYP for Students with Disabilities: The percentage of 3rd, 4th & 5th grade Students with Disabilities meeting on the Math OAKS will increase from **29% to 36%** by the end of the 2011-2012 school year, in order to make Safe Harbor.

Writing: Still to come... Individual grade level and school wide goals based on baseline in-house On Demand Writing Prompts data. We are still collected and analyzing our base line data from Writing Sample #1. (10/17/11)

Theory of Action:

If learning environments are supportive and inclusive of every student, and

If students and parents receive clear and consistent feedback on Learning Targets focused on college and career readiness, and

If instructional practices in each classroom support every student in acquiring mastery* of the Learning Targets, and

If educators work collaboratively to strengthen the instructional core,

then all students, regardless of background, will graduate college and career ready.

* mastery – students achieve learning targets for their grade/course, attain advanced or deeper understanding of the learning targets (i.e., beyond proficiency), or achieve learning targets beyond their grade/course.

Strategy 1. Supportive, inclusive learning environments ensure each and every student, regardless of background, experiences success.

Strategic Plan Core Strategies (THRIVES) implemented: Technology, High Quality Empowered Teaching Staff, Respect for Human and Environmental Rights, Volunteerism, Service, Engagement, Equity in Student Outcomes

Results (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs .)	Evidence (The data source for determining the extent of the change.)
<p>Results: As the strategies below are implemented,</p> <p>1. In June 2012, 90% of students in grades K-11 have an electronic Student Education Plans and Profile with educational goals embedding college and career readiness. (1a)</p> <p>2. The percentage of students in grades 4 – 12 reporting that an adult at school cares about them increases to 90% for all students groups. (1b)</p> <p>3. The percentage of observations in classrooms/schools in which culturally relevant practices are incorporated increases each year. (1b)</p> <p>4. In June 2012, the percentage of students in grades 6 – 12 reporting being bullied decreases by 10% from the baseline for all student groups. (1c)</p> <p>5. In June 2012, the percentage of students in grades 6 – 12 reporting intervening when they witness bullying increases by 10% from the baseline. (1c)</p> <p>6. All student groups have discipline rates that vary by less than a factor of 4. (1c)</p>	<p>Evidence:</p> <p>1. Electronic Plan and Profile data</p> <p>2. Student Survey</p> <p>3. Administrator observation</p> <p>4. Student Survey</p> <p>5. Student Survey</p> <p>6. SET Data Collection</p>

District Supporting Strategy	Our Status	School Evidence/Action/Readiness	Timeline Person Responsible Budget
1a. Collaborate with parents and students to develop educational goals that embed college and career readiness expectations. (T3/E1)	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Implementation of Education Plan and Profile (E1)</p> <p>Outcome: Parents attending fall conferences will review a paper student education plan and profile containing collaboratively developed learning goals for their child.</p> <p>Evidence: Number of signed copies of Student Education Plan and Profile.</p>	<p>Timeline: Sept. 2011 to June 2012</p> <p>Person Responsible: Principal & Classroom Teachers</p> <p>Budget: none</p>
1b. Increase educator skills in developing authentic relationships with students across cultures. (T1/H3/R1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now		

	<input checked="" type="checkbox"/> Address future		
1c. Create supportive, inclusive learning environments by teaching and demonstrating safe and respectful behavior, as modeled by PBIS classrooms. (R1)	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Continue to refine implementation of school wide PBIS program. We are currently in year six. Including introducing our new student handbook, reviewed with students 3 times a year as well as given and reviewed with every new child. (R1)</p> <p>Outcome: Students will know and be able to demonstrate safe, respectful and responsible behaviors.</p> <p>Evidence: Analysis will be based on the number of trackers, behavior referrals, and "Pride Paw." Analysis of student survey – identify areas of bullying/harassment.</p>	<p>Timeline:</p> <ul style="list-style-type: none"> • PBIS refresher staff training in August 2011 • Monthly PBIS team meetings <p>Person Responsible: PBIS staff & McKinley staff</p> <p>Budget: none</p>
1d. Engage educators in community partnerships to support the learning community. (V1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		

Strategy 2. Learning Targets provide each and every student with a clear pathway to college and career readiness (CCR).	
<i>Strategic Plan Core Strategies (THRIVES) implemented: Technology, Individual Student Growth</i>	
Results (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs .)	Evidence (The data source for determining the extent of the change.)
Results: As the strategies below are implemented, 1. Consistent language will be used in all classrooms and schools. (2a) 2. 95% of students are able to articulate learning targets during instruction. (2a)	Evidence: 1. Student survey and building administrator observations 2. Classroom observations by building administrators

<p>3. In September 2012, all students in grades 6-12 are enrolled in language arts, math, and science courses with identified Long term Learning Targets. (2a)</p> <p>4. 90% of students are enrolled in sequences of courses leading to attainment of CCR Learning Targets. (2a)</p> <p>5. Students consistently receive descriptive feedback on how to improve their work. (2c)</p> <p>6. The consistency of judgments of student learning across classrooms and schools increases each year. (2c, 2d)</p> <p>7. Students and their parents report understanding what Long Term Learning Targets a student has mastered and where additional effort and support are required. (2c)</p>	<p>3. BSD Course Catalog</p> <p>4. Student enrollment data</p> <p>5. Student survey and examination of samples of student work.</p> <p>6. Results of school and district moderations</p> <p>7. Student and parent surveys</p>
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District Supporting Strategy	Our Status	School Evidence/Action/Readiness	Timeline Person Responsible Budget
2a. Develop K-12 Learning Targets aligned with the four domains of college and career readiness: key content, key cognitive strategies, academic behaviors and contextual skills. (T2/I1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
2b. Ensure educators, students, and parents know the meaning of Learning Targets and what constitutes rigorous, quality work and mastery* of Learning Targets. (T1/I1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
2c. Provide students and parents with clear feedback on student progress toward and mastery* of Learning Targets. (T2/T3/I1/T2)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Teachers will implement one-to-one reading and writing conferencing & side-by-side instruction for reading and writing by setting up classroom structures (such as Daily 5, etc...) within the Reading/Writing Workshop that support conferencing time. Teachers will provide students with authentic reading & writing opportunities, make connections between reading & writing, set goals, give immediate and focused feedback, match students to high interest texts, help students understand how to select "just right"</p>	<p>Timeline: August 2011 to June 2012</p> <p>Person Responsible: Principal & McKinley staff</p> <p>Budget: Title budget for release time for PLCs and RTI meetings</p>

		<p>books and build stamina when reading & writing, and actively increase the amount of leveled books in their classroom libraries</p> <p>Outcome: Every student will receive timely and specific feedback regarding progress toward learning targets.</p> <p>Evidence: % of students at each grade level who read and comprehend non-fiction text at or above grade level, % of students at or above grade level in writing</p>	
<p>2d. Use high quality interim and summative classroom assessments aligned to Learning Targets to inform teacher judgments about student learning. (I1)</p>	<p><input type="checkbox"/> In place</p> <p><input checked="" type="checkbox"/> On-going</p> <p><input checked="" type="checkbox"/> Address now</p> <p><input type="checkbox"/> Address future</p>	<p>Action: Teachers will analyze results from assessments and make instructional decisions through grade level PLC meetings.</p> <p>Outcome: Teacher will collaboratively make instructional decisions that support student learning toward mastery (and beyond) of grade level learning targets.</p> <p>Evidence: % of students at each grade level who read and comprehend non-fiction text at or above grade level, % of students at or above grade level in writing, % of students at or above grade level in math.</p>	<p>Timeline: August 2011 to June 2012</p> <p>Kindergarten Assessment: August Kinder Academy, Fall, Winter, Spring (4x per year)</p> <p>DRA2: Fall and Spring (or as needed)</p> <p>Easy CBM: Fall, Winter & Spring (Universal Screener); 2x per month or weekly for students in Tier 2 and Tier 3 interventions.</p> <p>Writing Work Samples: On demand prompt: Fall, Winter & Spring</p> <p>Math (Everyday Math): Utilize the interim and summative classroom assessments embedded in Everyday Math.</p> <p>Person Responsible: Principal & McKinley staff</p> <p>Budget: Title Budget to provide release time for PLCs and RTI meetings</p>

Strategy 3. Effective instruction ensures each and every student demonstrates mastery* of K-12 Learning Targets.	
<i>Strategic Plan Core Strategies (THRIVES) implemented: Technology, Respect for Human and Environmental Rights, Individual Student Growth</i>	
Results (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs.)	Evidence (The data source for determining the extent of the change.)
<p>Results: As the strategies below are implemented,</p> <p>1. The number of exemplar lessons addressing literacy, math and/or science learning targets increases 100% each year. (3a)</p>	<p>Evidence:</p> <p>1. TeacherSource lessons</p>

<p>2. Teacher use of effective instructional practices increases each year. (3b) 3. The number of alternative pathways available to students to demonstrate proficiency increases. (3c) 4. The percentage of classroom observations that include the use of one or more formative assessment techniques increases. (3d) 5. Classroom assessment data are frequently used to identify extensions and interventions for students. (3e)</p>	<p>2. Teacher survey and building administrator observations 3. BSD Course Catalog 4. Classroom observations by building administrators 5. Teacher survey</p>		
District Supporting Strategy	Our Status	School Evidence/Action/Readiness	Timeline Person Responsible Budget
<p>3a. Implement lessons and units focused on Learning Targets that include interventions and extensions to ensure continuous progress toward student mastery* of Learning Targets. (T1/I1)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
<p>3b. Increase teacher use of effective instructional strategies (e.g., standards-based learning, SIOP, differentiation, culturally relevant pedagogies) to help each student make progress toward and mastery* of Learning Targets. (T1/R1/I1)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action:</p> <ul style="list-style-type: none"> • Further study of SIOP principles on the part of school staff, per our school's SIOP plan (R1) • Overview of SIOP and implementation of content and language objectives in Math (and other content areas as teachers are ready). • Teachers inserviced on the eight components of SIOP. • Teachers create "look fors" in their classrooms • Incorporate SIOP into PLCs. <p>Outcome:</p> <ul style="list-style-type: none"> • Teaching staff will broaden repertoire of best instructional practices. • Teachers will work with each other to articulate learning from one grade level to another, which will help with developing vocabulary and 	<p>Timeline: August 2011 to June 2012 Professional Development:</p> <ul style="list-style-type: none"> • Inservice Week • One Staff Meeting a month dedicated to SIOP • SIOP Lesson Study (Cohort 4) <p>Person Responsible: Principal, SIOP facilitators & McKinley Staff</p> <p>Budget: Title Budget to support SIOP Plan 2011-12</p>

		<p>determining what background has been taught.</p> <ul style="list-style-type: none"> Teachers will have opportunities to participate in structured observations of SIOP strategies of one another ("look fors"). <p>Evidence:</p> <ul style="list-style-type: none"> Teachers will begin to use SIOP features in their lesson design (planning) and instruction. Teachers will become comfortable using SIOP to scaffold instruction for all learners. 	
<p>3c. Strengthen the Quality Curriculum Cycle in order to efficiently identify instructional materials, resources and instructional strategies that support student learning. (I1)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
<p>3d. Use the formative assessment process during instruction to help each student make progress toward and mastery* of Learning Targets. (T1/I1)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Teachers will implement one-to-one reading and writing conferencing & side-by-side instruction for reading and writing by setting up classroom structures (such as Daily 5, etc...) within the Reading/Writing Workshop that support conferencing time. Teachers will provide students with authentic reading & writing opportunities, make connections between reading & writing, set goals, give immediate and focused feedback, match students to high interest texts, help students understand how to select "just right" books and build stamina when reading & writing, and actively increase the amount of leveled books in their classroom libraries</p> <p>Outcome: Every student will receive timely and specific feedback regarding progress</p>	<p>Timeline: August 2011 to June 2012</p> <p>Person Responsible: Principal & McKinley staff</p> <p>Budget: PLCs and RTI meetings</p>

		toward learning targets. Evidence: % of students at each grade level who read and comprehend non-fiction text at or above grade level, % of students at or above grade level in writing	
3e. Use interim and summative assessment data to improve classroom instruction and guide interventions and extensions for individual students (e.g., RTI, within PLCs). (T2/I1/I2)	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	Action: Teachers will use easyCBM and DRA data to identify students needing additional interventions then develop intervention groups using researched based strategies. Teachers will also work towards strengthening the core to better meet the needs of students falling in the yellow and green categories. Outcomes: Every student will receive daily literacy instruction tailored to his or her specific reading rate and level. Evidence: % of students at each grade level who read and comprehend non-fiction material at or above grade level	Timeline: August 2010 to June 2011 Person Responsible: Principal, Instructional Specialists & McKinley staff Budget: none

Strategy 4. Effective instruction ensures each and every student demonstrates mastery* of K-12 Learning Targets.			
<i>Strategic Plan Core Strategies (THRIVES) implemented: High Quality Empowered Teaching Staff, Individual Student Growth</i>			
Results (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs.)		Evidence (The data source for determining the extent of the change.)	
Results: As the strategies below are implemented, 1. The percentage of teachers reporting opportunities to collaborate with colleagues resulting in improved professional practice and higher student achievement increases each year. (4a)		Evidence: 1. Teacher survey	
District Supporting Strategy	Our Status	School Evidence/Action/Readiness	Timeline Person Responsible Budget

<p>4a. Teacher collaboration, student proficiency, individual growth, differentiation of instruction and developing common assessments are the foundation for a shared accountability system. (I2)</p>	<p><input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future</p>	<p>Action: Continue development of PLCs & RTI process (grade level teams, Instructional Specialist and representatives from ESL and SpEd).</p> <p>Outcomes: The percentages of teachers reporting opportunities to collaborate with colleagues resulting in improved professional practice and higher student achievement increases each year.</p> <p>Evidence: % of students at each grade level who read and comprehend non-fiction material at or above grade level</p>	<p>Timeline: August 2010 to June 2011</p> <p>Person Responsible: Principal & McKinley staff</p> <p>Budget: Title budge to support release time for PLCs.</p>
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Alignment to the District Strategic Initiatives (THRIVES) and the College and Career Framework is articulated after each strategy and supporting strategy. (ie. I1, R1, etc.)