

Springville 2011-12 School Improvement Action Plan

sprint

School: Springville K-8	Team Members: Site Council, Advisory Crew, SIOP Leader	Date: 6/24/11 Revised 9/27/11
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Previous Goal and results:

Each student at Springville in grades 1-6 will improve in their use of writing conventions by the end of the school year. 90% of Springville students in grades 1-6 will increase at least one level on the conventions rubric, given a grade level lens, as scored by teachers in May of each school year. This recognizes that 5% of students are scoring at levels 5 or 6 in the fall sample.

Percent of students scoring at each rubric level

	1	2	3	4	5 or 6
Fall:	4%	19%	41%	30%	6%
Spring:	1%	9%	24%	50%	16%

The chart above shows significant growth. However, we did not collect our data in a way to show individual student progress.

Writing overall, from February 2011, 4th grade assessment: 63% met or exceeded, 12% nearly met, 25% did not meet.
 Convention scores from 4th grade assessment: 76% received trait scores of 4-6, 20% earned 3, 4% earned 2.

Prioritized needs with supporting data:

OAKS for 2011, percentage of students who met Career and College Readiness benchmarks (higher bar set by Beaverton School District):

Grade 3	Reading 77%, gap of 23%	Math 54%, gap of 46%
Grade 4	Reading 80%, gap of 20%	Math 69%, gap of 31%
Grade 5	Reading 78%, gap of 22%	Math 67%, gap of 33%
Grade 6	Reading 71%, gap of 29%	Math 45%, gap of 55%

Math reflects two state changes: (1) increased difficulty on standards and test items, and (2) increased bar for meeting.

- Writing traits, including conventions/spelling (data above). Improvement is needed in all traits.
- Formative assessment. Springville SIOP trainer's recommendation is for focusing on formative assessment next year, considering our work on other areas including building background knowledge and targets during 2010-11. Springville Plate to Plaque rubrics for targets indicate 2/3 of staff rated themselves as "proficient," meeting our goal for the "plaque." Next steps would be the benchmarks "linking daily formative assessment to learning targets" and involving "students in self-evaluation of their performance regarding targets," both for which a higher number of teachers rated themselves as "making progress" rather than proficient. Springville Plate to Plaque rubrics for high quality products indicate more than 2/3 of staff rated themselves as "proficient," meeting our goal for the "plaque." The next step would be the benchmark for "designing rubrics that students use to improve their products," for which a higher number of teachers rated themselves as "making progress" rather than proficient. Both these Plate to Plaque areas are related to formative assessment. The spring implementation review for Expeditionary Learning also showed that "effective assessment practices" was the main area that staff evaluated themselves as less proficient (average of 2 on a scale from 0 – 3). Math would be a logical area for working on formative assessment.
- Engineering design, as a component of expeditions. Springville has been using the new science targets for two years but not all teachers are yet including engineering design in lessons or expeditions. We have not had professional development in this area.

• **RTI improvements:** Effective strategies are in place for many aspects of RTI. Next steps should include more working with math, since our OAKS assessment indicates fewer students meeting math benchmarks than reading. Another missing link is 6th/ 7th math interventions.

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

The percentage of 5th grade students meeting District college and career readiness benchmarks in reading will increase from 78% to 83% by the end of the 2011-2012 school year.

The percentage of 5th grade students meeting District college and career readiness benchmarks in math will increase from 67% to 72% by the end of the 2011-2012 school year.

The percentage of 2nd grade students meeting District college and career readiness benchmarks (reading on grade level as indicated by the DRA, at level 28) will increase from 82% to 85% by the end of the 2011-2012 school year. (78% of Springville's 1st graders met CCR benchmarks at the end of 2010-11.)

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
<p>1a. Collaborate with parents and students to develop educational goals that embed college and career readiness expectations. (T3/E1)</p>	<p><input type="checkbox"/> In place</p> <p><input checked="" type="checkbox"/> On-going</p> <p><input type="checkbox"/> Address now</p> <p><input type="checkbox"/> Address future</p>	<p>2010-2011:</p> <ul style="list-style-type: none"> • Goal-setting at all October conferences • Goal review with student-led or student-involved conferences at all May conferences <p>Next actions:</p> <ul style="list-style-type: none"> • Continue goal-setting conferences October 2011. • Participate in professional development regarding student-led conferences, February 7, staff meeting. • Participate in professional development part II, March 6, staff meeting. • School visit February 16-17 for 4 staff to Odyssey School in Denver (Expeditionary Learning exemplar school for targets and formative assessment). • Develop rubric for student-led conferences. • Hold student-involved or student-led conferences at all May conferences. <p>This related to the SIP goal of formative assessment (described in 3d).</p>	<p>Goals: A goal sheet will be developed/reviewed for each student during fall conferences. The number of teachers using student-led conferences will increase from 2010-11.</p> <p>Evidence of student growth: Student-led conference performance Increase in academic assessment scores</p> <p>Evidence of teacher growth: Self-assessment rubric (teacher self-evaluation on the conferences rubric will indicate 2/3 of teachers evaluating as proficient)</p>

<p>1b. Increase educator skills in developing authentic relationships with students across cultures. (T1/H3/R1)</p>	<p><input type="checkbox"/> In place</p> <p>x <input checked="" type="checkbox"/> On-going</p> <p><input type="checkbox"/> Address now</p> <p><input type="checkbox"/> Address future</p>	<p>2010-2011: Representation (counselor and student supervisor) at 2-day training: Beyond Diversity Two SIOP teacher leaders. One attended a book group regarding Courageous Conversations. (Principal has also participated in book discussion of Courageous Conversations.)</p> <p>Next actions: Begin Spanish speaking parent meetings (two in 2011-12), in collaboration with ESL teacher, counselor, district ESL staff. Parents have completed survey regarding interests.</p> <p>Continue to increase implementation of SIOP strategies to ensure student success of second language students in our curriculum, thus enhancing students' perceptions of success and belongingness (see 3b).</p>	<p>This will be ongoing work, not selected for goal areas on our SIP.</p>
<p>1c. Create supportive, inclusive learning environments by teaching and demonstrating safe and respectful behavior, as modeled by PBIS classrooms. (R1)</p>	<p>x <input checked="" type="checkbox"/> In place</p> <p><input type="checkbox"/> On-going</p> <p><input type="checkbox"/> Address now</p> <p><input type="checkbox"/> Address future</p>	<p>2010-2011: Springville school-wide behavior support plan with many PBIS components including school-wide rules (safe, kind, leader) for specific areas</p> <p>Also:</p> <ul style="list-style-type: none"> • Morning meetings in all classrooms • All-school gatherings every 2-3 weeks • Character trait education, including strategies for bullying prevention • Systematic Supervision for IAs and teachers • Strategies from First Six Weeks • "Quality coin" individual and classroom positive reinforcement • Plate to Plaque rubrics for morning meetings and all-school gatherings was met by over 2/3 of responders, meeting our school goals. <p>Next actions:</p> <ul style="list-style-type: none"> • Coordinate student supervisor / counselor / principal roles regarding behavior, social skills development, character trait development, academic support. • Continue working on behavior response strategies that teach, not just punish, in response to significant behavior infractions. • Show Systematic Supervision to all staff early in school year— IAs and teachers. 	<p>This will be ongoing work, not selected for goal areas on our SIP.</p>
<p>1d. Engage educators in community partnerships to support the learning community. (V1)</p>	<p><input type="checkbox"/> In place</p> <p>x <input checked="" type="checkbox"/> On-going</p> <p><input type="checkbox"/> Address now</p> <p><input type="checkbox"/> Address future</p>	<p>2010-2011:</p> <ul style="list-style-type: none"> • Field studies and local experts related to expeditions • OASIS tutoring (two multi-age classes) <p>Next actions:</p> <ul style="list-style-type: none"> • Create partnership with PCC (with help of Community Involvement Committee—LSC). • Develop a rubric for service learning • Work on integrating service learning into expeditions during 3 half-day subbed grade level meetings that focus on expedition planning and refinement, with consultation from our school designer. 	<p>Goal: Incorporate service learning into expeditions that goes beyond charitable volunteer work and includes project that address important academic skills and provide real benefit to the community. (Community includes our school community, the immediate community around us, and beyond.)</p> <p>Evidence: Expeditions plans with service learning, lesson plans, students products Service learning rubric (teacher self-evaluation on the conferences rubric will indicate 2/3 of teachers evaluating as proficient)</p> <p><i>Faculty learning targets are listed in the EL Work Plan.</i></p>

Strategy 2. Learning Targets provide each and every student with a clear pathway to college and career readiness (CCR).

Strategic Plan Core Strategies (THRIVES) implemented: Technology, Individual Student Growth

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> <ol style="list-style-type: none"> 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) 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) 4. 90% of students are enrolled in sequences of courses leading to attainment of CCR Learning Targets. (2a) 5. Students consistently receive descriptive feedback on how to improve their work. (2c) 6. The consistency of judgments of student learning across classrooms and schools increases each year. (2c, 2d) 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>Evidence:</p> <ol style="list-style-type: none"> 1. Student survey and building administrator observations 2. Classroom observations by building administrators 3. BSD Course Catalog 4. Student enrollment data 5. Student survey and examination of samples of student work. 6. Results of school and district moderations 7. Student and parent surveys

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 checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	2010-2011: • Plate to Plaque work with learning targets • Plate to Plaque work with high quality products • Parent rubric at each Exhibition Night • Exhibition Nights • Data from parent rubrics: For both exhibition nights (Feb. and May) 94%-99% of parents reported that they understand the five parent targets "fairly well" or "completely." The number of parents reporting "completely" increased at the May Exhibition (81%-95%). So in our second year, parents have developed high understanding of: targets, how teachers work toward high quality, evidence of their child's perseverance, how literacy skills are used in expeditions, and purpose of products.	This will be ongoing work, not selected for goal areas on our SIP.

		<p>Next actions:</p> <ul style="list-style-type: none"> • Create display for new parents and visitors: What is an expedition? Crew will work on this, summer 2011. • Continue embedding learning targets in all key lessons. 	
<p>2c. Provide students and parents with clear feedback on student progress toward and mastery* of Learning Targets. (T2/T3/I1/T2)</p>	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>2011-2011:</p> <ul style="list-style-type: none"> • Rubrics for high quality products, including writing • Connection with expeditions <p>Next actions:</p> <ul style="list-style-type: none"> • See items in 1a regarding student-led conferences. 	<p>This will be ongoing work, not selected for goal areas on our SIP.</p>
<p>2d. Use high quality interim and summative classroom assessments aligned to Learning Targets to inform teacher judgments about student learning. (I1)</p>	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>2010-2011:</p> <ul style="list-style-type: none"> • DRA beginning and end of year, mid year by primary teachers • End of year Everyday Math assessment • Writing assessment beginning and end of year <p>Next actions:</p> <ul style="list-style-type: none"> • Use Easy CBM for math assessment (led by student supervisor). • Add interim (midyear) assessment in writing for all grades, in those classrooms in which it is not already present. 	<p>This will be ongoing work, not selected for goal areas on our SIP.</p>

Strategy 3. Effective instruction ensures each and every student demonstrates mastery* of K-12 Learning Targets.

Strategic Plan Core Strategies (THRIVES) implemented: Technology, Respect for Human and Environmental Rights, Individual Student Growth

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 number of exemplar lessons addressing literacy, math and/or science learning targets increases 100% each year. (3a) 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)	Evidence: 1. TeacherSource lessons 2. Teacher survey and building administrator observations 3. BSD Course Catalog 4. Classroom observations by building administrators 5. Teacher survey

District Supporting Strategy	Our Status	School Evidence/Action/Readiness	Timeline Person Responsible Budget
3a. Implement lessons and units focused on Learning Targets that include <u>interventions</u> and extensions to ensure continuous progress toward student mastery* of Learning Targets. (T1/I1)	<input type="checkbox"/> In place x <input type="checkbox"/> On-going x <input type="checkbox"/> Address now <input type="checkbox"/> Address future	2010-2011: RTI system set up at Springville (interventions) with these components <ul style="list-style-type: none"> • RTI Crew • Meeting structure and data system • Benchmark screeners (kindergarten assessment, DRA2 for 1-3, Easy CBM for 5-6) • Going deeper: DRA2, writing samples, spelling inventory, Everyday Math assessments • Evidence-based interventions • Progress monitoring with Easy CBM, DIBELS, Everyday Math • System for collecting progress monitoring data for selected students • Student Support Team (SST) for possible special education referrals • Regular meetings / training for IAs Next actions: <ul style="list-style-type: none"> • Implement summer program for grades K-2 (BEF grant funded), summer 2011 (student supervisor and two 1st grade teachers). Focus on K-2 students who have been in reading interventions, using a Daily 5 model to increase reading skills and maintain independent literacy behaviors. Use assessments as outlined in our grant proposal. • Add 6th/7th after school math focus two days per week (one during homework club, funded by BEF after school programs for middle school); organized by 6th and 7th math teachers. Start soon after school begins and operate until May. • Create a schedule with common plan time for all teams. • Hold Student Achievement Meetings (SAMs) each six weeks to 	Goal: Increase interventions for our students in reading and math, in the end increasing reading and math achievement for all grade levels. Evidence: Reading growth for all students during summer program in assessments outlined in grant proposal. Increased math achievement for 6 th and 7 th graders receiving intervention in math. Increased achievement in math and reading at all grade levels on state testing.

		<p>focus on student performance in reading and math, identify students needing interventions, link students to appropriate interventions, and track progress.</p> <ul style="list-style-type: none"> • Three staff attend EL workshop Differentiation for Exceptional Abilities, April 2-4. 	
<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>	<p><input type="checkbox"/> In place</p> <p>x <input type="checkbox"/> On-going</p> <p>x <input type="checkbox"/> Address now</p> <p><input type="checkbox"/> Address future</p>	<p>2010-2011 Expeditionary Learning Implementation Review: Effective assessment practices were identified as the area most needing attention. The Springville Site Council and Advisory Crew recommended linking this with writing instruction and assessment in the traits. Writing performance, based on 4th grade writing assessment, needs to be strengthened (see first page).</p> <p>Two teachers participated in the district writing traits "trainer workshops."</p> <p>During 2010-2011:</p> <ul style="list-style-type: none"> • Writing crew met regularly and examined spelling performance, since our 4th graders lowest performance was in conventions, and within that, spelling • Writing crew members read several books about spelling • Professional development in best practices regarding spelling instruction was held in April <p>SIOP professional development in 2010-11</p> <ul style="list-style-type: none"> • Overview training • Specific strategies -- BBK and targets <p>Next actions:</p> <ul style="list-style-type: none"> • SIOP for 2011-2012: see 3d • Specific teachers will meet as a book group to study Words Their Way and make recommendations for instruction, including materials. Facilitator: student supervisor. • Writing workshops for all staff who teach writing are scheduled for August and October professional development days. Facilitators: 3 teachers. • Use PLCs to focus on examining writing performance and designing lessons to boost performance. PLCs can be used for scoring together as grade levels teams if needed. Facilitators: teacher trainers, student supervisor, and principal. • Writing Crew recommend next steps after October professional development. 	<p>Goals:</p> <p>Train all teachers in the 6 traits, improving instruction and assessment practices regarding the traits, and leading to improved student performance in writing.</p> <p>Increase the number of students meeting or exceeding benchmarks in writing, from the previous year in 4th grade, and from fall to spring assessments.</p> <p>Evidence:</p> <p>Classroom observations focused on writing trait instruction</p> <p>Writing assessments given at the beginning of the school year, midyear, and end of year</p>

<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 checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>2010-2011:</p> <ul style="list-style-type: none"> • Science expeditions • Science inquiry instruction at grades 3-6 and some in the primary grades • New science strands and targets used for science instruction at Springville <p>Next actions:</p> <ul style="list-style-type: none"> • Staff meeting for professional development in engineering design on November 1. Facilitator: Carol Biskupic-Knight. • 3rd to 5th grade teachers focus on engineering designing during one or more science PLC sessions scheduled by the district. Facilitator: district TOSA. • Teachers embed engineering design activities in grade level science expeditions. Facilitator: EL school designer. Timeline: when grade level teams meet to design or refine expeditions during three half day sessions over the year. 	<p>Goal: Add engineering design to expeditions taught by classroom teachers.</p> <p>Evidence: Classroom observations Engineering design present in appropriate expeditions</p>
<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>2010-2011:</p> <ul style="list-style-type: none"> • Majority of staff (but not 2/3) used rubrics for supporting students with high quality products (writing and art/technology product). <p>Next actions:</p> <ul style="list-style-type: none"> • Professional development in formative assessment, on the professional development day in November. Facilitator: EL school designer. • Develop Plate to Plaque rubric for linking formative assessment to targets and informing instruction. Do this at the November and December Advisory Crew meetings. Facilitator: teacher leader TBD. • Four staff participate in EL "Creating Quality Assessments" seminar in Portland, December 1-3. Participants TBD. • Use staff meetings to present the assessment rubric and share how the work is going in classrooms. • Participate in professional development regarding student-led conferences, February 7, staff meeting • Participate in professional development part II, March 6, staff meeting • School visit February 16-17 for 4 staff to Odyssey School in Denver (Expeditionary Learning exemplar school for targets and formative assessment) • Self-evaluate in the spring using the rubric developed in action 2 above. 	<p>Goal: Use quality assessments, aligned with standards-based learning targets, in order to collect meaningful, accurate, and timely information about student learning during instruction in reading, writing, math and expeditions, resulting in improved learning by students.</p> <p>Evidence of student growth: Increase in assessment scores Rubrics</p> <p>Evidence of teacher growth: Self-assessment rubric Expedition plans Lesson plan Assessments</p> <p><i>Faculty learning targets are listed in the EL Work Plan.</i></p>

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 checked="" type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	See 2 d and 3a	This will be ongoing work, not selected s goals areas for our SIP.
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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
4a. Engage teachers in five-stage professional learning communities. (H1/I2)	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	2010-2011: <ul style="list-style-type: none"> • 6 one-hour meetings for each grade level team over the year • With RTI specialist • Examined reading data (and writing and math, as needed and ready) • Determined interventions needed and monitored progress Next actions: <ul style="list-style-type: none"> • Schedule three 45 min. meetings for each grade level team over the year, one per trimester (while principal does grade level gatherings) • Schedule 3 half-day subbed meetings for each grade level team, one per trimester, as PLCs • Examine data in reading, writing, and math in these meetings • Create grade level goals and instructional plans • Use Dufour tools for recording goals and plans • Use Expedition Tuning Protocol to share and refine expeditions, during 5 staff meetings over the year 	This will be ongoing work, not selected as goal areas for our SIP.

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.)