

2011-12 School Improvement Action Plan

School: Terra Linda Elementary	Team Members: Site Council, Staff	Date: 6-20-2011
<p>Previous Goal and results:</p> <p>Goal #1 FULL IMPLEMENTATION OF RESPONSE TO INTERVENTION (RTI) PROGRAM</p> <ul style="list-style-type: none"> • Identified at-risk students using DIBELS and teacher judgment • Grade level RTI meetings, team met once a month • Daily intervention with Tier II students • Grade 4 and 5 - most qualified staff worked with the most at-risk students • DRA inconsistently administered • Tier 2 intervention with a pull-out model <p>Goal #2: SIOP TRAINING AND IMPLEMENTATION</p> <p>78% of current teachers have gone through phase I training in SIOP. By years end, 90% of teachers will have received phase I and II level training. Six of the 8 SIOP components have been completed. This leaves Lesson Delivery and Review and Assessment. These will be completed during the October staff development day. They are ready for implementation.</p> <p>Goal #3: Math</p> <p>Successfully adopt and implement a new math curriculum (Everyday Math) in all first through fourth grade classrooms. The new math adoption has been implemented in kindergarten through fifth grade with a high degree of fidelity.</p>		
<p>Needs assessment</p> <p>Terra Linda continues to make progress towards Annual Yearly Progress (AYP). As a school we have met in all categories. Our strength is in reading with 96% of 4th graders and 5th grade at 95%. We saw a dip in our math scores on the OAK's primarily due to the increased expectation on the statewide cut scores. Our greatest area of need is in math. This stands out the most in two areas: 1) There is a significant gap between our cohort group and the ELL students; and 2) College and Career Readiness standards.</p> <p>CCR Math</p> <p>3rd 51%</p> <p>4th 72%</p> <p>5th 61%</p> <p>Cumulative 62%</p> <p>CCR Reading</p> <p>3rd 66%</p> <p>4th 84%</p> <p>5th 79%</p> <p>Cumulative 77%</p>		

Gap Data

2010					2011				
Grade	Subject	Cohort	LEP	Gap	Grade	Subject	Cohort	LEP	Gap
3	Reading	95%	81%	14%	4	Reading	96%	88%	8%
	Math	88%	81%	7%		Math	81%	74%	13%
4	Reading	90%	92%	+2%	5	Reading	95%	62%	33%
	Math	83%	58%	25%		Math	79%	50%	29%
						Writing	68%	26%	42%

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

The percentage of students meeting District College and Career Readiness benchmarks in reading and math will increase because we will have closed the gap with our LEP students by 10% during the 2011-2012 school year.

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 checked="" type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	Time provided for all teachers to work with parents and students around CCR goal development. Fall and Spring Conferences	All Teachers (Fall and Spring)
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	<p>3 Hispanic Parent Night's scheduled with attendance target of 75 per evening</p> <p>Provide coaching, resources, and professional development to increase teacher capacity to create and maintain supportive and inclusive classrooms</p>	<p>Mary Scotto</p> <p>Principal, SIOP Trainer</p>

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 type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future	Analyze student survey data on bullying/harassment and update school improvement plan with action steps for responding to needs	Site Council
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	Math Lab Program in third year of operation. Involves 50 - 60 Retired Community members as weekly trained coaches	Principal

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) 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)		Evidence: 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	<p>Teachers use consistent student friendly language and terminology during classroom instruction.</p> <p>Consistent posting of Language Objectives for all classrooms in chosen subject.</p> <p>Students are able to articulate learning targets during instruction.</p>	
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 checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Communication of Learning Targets to students before and during instruction. Communicate the Learning Target to parents as part of Curriculum Night, Conferences and during reporting periods.</p> <p>Outcome: Instructional practices in classroom supporting every student in acquiring mastery of Learning Targets.</p> <p>Evidence: Student and parent surveys, principal observations in the classroom.</p>	<p>Time line: 2011-2012</p> <p>Person Responsible: Principal and classroom teachers</p> <p>Budget: None</p>
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 type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
2d. Use high quality interim and summative classroom assessments aligned to Learning Targets to inform teacher judgments about student learning. (I1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		

<p>Strategy 3. Effective instruction ensures each and every student demonstrates mastery* of K-12 Learning Targets.</p>	
<p><i>Strategic Plan Core Strategies (THRIVES) implemented: Technology, Respect for Human and Environmental Rights, Individual Student Growth</i></p>	
<p align="center">Results</p> <p>(The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs.)</p>	<p align="center">Evidence</p> <p>(The data source for determining the extent of the change.)</p>
<p>Results: As the strategies below are implemented,</p> <ol style="list-style-type: none"> The number of exemplar lessons addressing literacy, math and/or science learning targets increases 100% each year. (3a) Teacher use of effective instructional practices increases each year. (3b) 	<p>Evidence:</p> <ol style="list-style-type: none"> TeacherSource lessons Teacher survey and building administrator observations

<p>3. The number of alternative pathways available to students to demonstrate proficiency increases. (3c)</p> <p>4. The percentage of classroom observations that include the use of one or more formative assessment techniques increases. (3d)</p> <p>5. Classroom assessment data are frequently used to identify extensions and interventions for students. (3e)</p>		<p>3. BSD Course Catalog</p> <p>4. Classroom observations by building administrators</p> <p>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>PLC time focused on full and authentic adoption of new Math Adoption at all grade levels.</p> <p>Implement more SIOP strategies in Math and other subjects</p> <p>Use highly skilled teacher leaders to facilitate/lead embedded professional development in each school and provide mentoring opportunities for teachers.</p>	<p>Classroom Teachers, SIOP Trainer</p>
<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: Complete SIOP training shift from education to implementation focusing on lesson preparation with emphasis on Content and Language objectives.</p> <p>Outcome: Teachers work with each other to articulate best instructional practices. The staff will have a broadened repertoire of best instructional practices.</p> <p>Evidence: SIOP "look fors" as a part of all observations for the eight components with emphasis on Content and Language objectives.</p>	<p>SIOP Trainer, Classroom Teachers, Principal</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 type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future	<p>Math adoption with fidelity</p> <p>Examine the QCC process to determine most critical work/ priorities and include technological supports.</p>	<p>Classroom Teachers, Principal</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 type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future	<p>Full RTI Implementation</p>	<p>Media Specialist, Intervention IA, Principal, Teachers, Resource Room Teachers</p>

<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)</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 use easyCBM and DRA data to identify students needing additional interventions, and then develop intervention groups using research based strategies.</p> <p>Outcomes: Every child will receive daily literacy instruction tailored to his or her specific level.</p> <p>Evidence: 10% increase of students at each grade level who read and comprehend nonfiction material at or above grade level.</p>	<p>Time line: 2011-2012</p> <p>Person Responsible: Principal and staff</p> <p>Budget:</p>
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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.)	
<p>Results: As the strategies below are implemented,</p> <p>1. The percentage of teachers reporting opportunities to collaborate with colleagues resulting in improved professional practice and higher student achievement increases each year. (4a)</p>		<p>Evidence:</p> <p>1. Teacher survey</p>	
District Supporting Strategy	Our Status	School Evidence/Action/Readiness	Timeline Person Responsible Budget
<p>4a. Engage teachers in five-stage professional learning communities. (H1/I2)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future	<p>Continue Modified Specials Schedule that provides 90-minute block of common plan time for each grade level team once every two weeks.</p>	<p>Specials Teachers, Classroom Teachers, Principal</p>

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.)