

2011-12 School Improvement Action Plan

School: VOSE ELEMENTARY	Team Members: <i>Will Flores, Jennie Hausman, Holly Brewer, Betsy Valencia, Susan Meyer, Karin Bryson, Myndie Sajec, Holly Curran, Maria Belcik, Karen Harger, Angela Baker-Sanchez</i>	Date: <i>May 2011, Oct. 2011 (v2)</i> <div style="text-align: right;"><i>[2011-12 v2]</i></div>
Previous Goal and results: Goal 1 --Percentage of 4th grade students scoring proficient and higher on the State Writing Assessment increased from <u>68%</u> to <u>72%</u> administered on the State Writing Assessment in the Spring of 2011. Goal 2 —Percentage of English Language Learners (ELLs) gr. 1-4 increasing at least one language proficiency level increased from <u>34%</u> to <u>40%</u> % as administered on ELPA (English Language Proficiency Assessment) by Spring, 2011. Goal 3 —The percentage of Vose students receiving behavior referrals decreased from 18% to 5% in the 2010-11 school year as recorded in SWIS.		
Prioritized Needs with supporting data: <u>AYP Target: 70% for 2010-11 VOSE AYP Status: MET</u> <u>ELA Data: 72.48% of 3rd and 5th Grade Students Met or Exceeded in Reading as Measured by OAKS</u> <u>Math Data: 62.37% of 3rd and 5th Grade Students Met or Exceeded in Mathematics as Measured by OAKS</u> <u>SWIS Data: Behavior referrals decreased from 18% to 9% Schoolwide</u> <p><i>Although, we have seen tremendous growth and made AYP, and staff are working extremely hard, the data shows that instruction is not aligned consistently across grades on reading writing, and Math. We are working to develop a strategic, systematic alignment of grade level Learning Targets and expectations with specific focus on Clarifying and Pacing Essential Learnings (skills, concepts) in each area for each grade level and across grade levels.</i></p> <p><u>SMART Goals in the Areas of Priority: READING, WRITING, AND MATHEMATICS FOR THE 2011-12 SY</u></p> <ol style="list-style-type: none"> 1.) The % of 3rd-5th grade students meeting or exceeding proficiency in reading will increase from <u>72%</u> to <u>80%</u> (or better) as measured on the OAKS Reading Assessment by Spring 2012. 2.) The % of 4th grade students meeting or exceeding proficiency in writing will increase from <u>47%</u> to <u>70%</u> (or better) as measured on the Oregon State Writing Test by Spring 2012. 3.) The % of 3-5th grade students meeting or exceeding proficiency in math will increase from <u>62%</u> to <u>80%</u> (or better) as measured on the OAKS Math Assessment by Spring 2012. 4.) <u>EQUITY GOAL: Closing and Eliminating the Achievement Gap for ELLs:</u> The % of Vose ELLs moving at least 1 level(s) of Language Proficiency will increase from 48% to 75% as measured by ELPA by the Spring of 2012. The number of 3-5th Grade ELLs meeting or exceeding in academic areas of reading, writing, and math will increase to 80% as measured in goals above. 		

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 5th grade students meeting District college and career readiness benchmarks will increase from 55 % to 85 % (or better) 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) will increase from 47 % to 75 % (or better) by the end of 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
<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>Action: Provide parents with resources and strategies to help their children succeed academically. Information will be provided at school –level and grade-level through parent events, newsletters, and parent/teacher conferences.</p> <p>Evidence: Increased awareness of reading, writing, and math goals; Completion of Plan and Profile (StEPP); Parent sign-in sheets; parent surveys; Title I Parent Survey</p> <p>Outcome: Increased parent engagement and participation</p>	<p>Timeline: Ongoing 2011-12 Plan and Profile (StEPP) – Conferences in October 2011 and April 2012 Newsletters – ongoing (monthly) (School and Classroom Newsletters) Parent Events – Dates TBA</p> <p>Responsible: Principal, Classroom Teachers, Counselor, All Instructional Staff Lead: Counselor/ Parent Engagement Action Team, ESL Team</p> <p>Budget: \$6000 (Title I Parent Involvement and qualified parent events throughout this document)</p>

<p>1b. Increase educator skills in developing authentic relationships with students across cultures. (T1/H3/R1)</p>	<input checked="" type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Implementation of Kindergarten Home visits prior to beginning of school. Ongoing home visits for other grades as needed. Parent Engagement Meetings: TWI Parent Nights, ESL Parent Nights</p> <p>Evidence: Participation of staff in PTO meetings and events Staff Participation in Courageous Conversations group Staff Participation in Literacy Con Cariño book group Participation on Parent Engagement Action Committee **Vose Parent Title I Survey demonstrating high levels of parent satisfaction with school relationships and engagement</p> <p>Outcome: Increased skills and better developed relationships with all Vose parents regardless of language or socio-economic status, etc.</p>	<p>Timeline: Throughout 2011-12 and Ongoing</p> <p>Responsible: Counselor, Principal, All Instructional Staff Lead: Counselor/ Parent Engagement Action Team, ESL Team</p> <p>Budget Needed: \$2500 for Books, etc.</p>
<p>1c. Create supportive, inclusive learning environments by teaching and demonstrating safe and respectful behavior, as modeled by PBIS classrooms. (R1)</p>	<input checked="" type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: During the 2011-2012 school year, we will continue (Year 5) to implement the PBIS (Positive Behavior Supports) expectations of respect, responsibility, and safety as evidenced by a schoolwide system—that includes <i>every classroom</i> and common school areas.</p> <p>Evidence: -Every classroom setting will be implementing a "Universal System" Weekly PBIS lessons for students to practice <u>responsibility, safe and respectful</u> behaviors. -Principal observations; Lesson Plans -PBIS survey -SWIS Data -Rtl Data</p> <p>Outcome: -The survey results will show an increase in classroom/setting implementation from an average of 75% to 95% or better in classroom settings by Jan. 2012, and from 95% to 100% by May 2012 -Safe, orderly, and positive learning environments in every classroom and common areas of our school—producing optimal learning and improved</p>	<p>*Ongoing (2011-12) -Key Dates for Common Area/Whole School Re-teach: Sept. 2011, Nov. '11, Jan.2012, March '12,</p> <p>Responsible: Classroom teachers/All Staff Lead: Student Supervisor, Counselor, PBIS Team</p> <p>Budget; TBD for Training and Student Incentives</p>

		achievement.	
1d. Engage educators in community partnerships to support the learning community. (V1)	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Increased staff involvement and visibility in community partnerships that enrich students' educational opportunities.</p> <p>Evidence: Staff Participation in: PTO events, City of Beaverton/Vose NAC (Neighborhood Association) Partnership; SMART Program; Westminster Church, and THPRD. Participation with Lewis & Clark College in hosting of student interns and continued showcase of our ESOL/Bilingual Program as well as served as host site.</p> <p>Outcome: Increased educator engagement in community partnerships and student achievement as a result.</p>	<p>Timeline: Ongoing 2011-12</p> <p>Responsible: All Instructional Staff Lead: Principal/ SITE Team</p> <p>No Additional Budget Needed</p>

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.)
<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) 	<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

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)			
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 checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Clarify and Pace Essential Learnings (skills, concepts) in each area of Reading, Writing, and Math Targets</p> <p>Evidence: List of each team's essential learning and pacing guide. Create staircase curriculum, showing how each grade level builds on each other. Display bilingually in the hallway</p> <p>Outcome: Lateral and Vertical Alignment and implementation of Essential Student Outcomes and Teachers expected curriculum to implement</p>	<p>Timeline: Fall 2011</p> <p>Responsible: All Instructional Staff Lead: Principal/ SITE Team</p> <p>No Additional Budget Needed</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 checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Create student friendly rubrics to support self-assessment and learning. Provide opportunities for parents to learn about the K-12 Learning Targets</p> <p>Evidence: Grade Level Bilingual Curriculum Nights to provide parents the opportunity to engage in the work with teachers</p> <p>Outcome: Increased understanding of rigor and mastery and student achievement</p>	<p>Timeline: Throughout 2011-12 (On-going)</p> <p>Responsible: Grade Level Team/ESL Staff/ Counselor, SPED Staff Lead: Team Leaders/ Instructional Specialist</p> <p>Budget: Title I Parent Outreach \$</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 checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Provide parents with resources and strategies to help their children succeed academically. Information will be provided at school –level and grade-level through parent events, newsletters, and parent/teacher conferences</p> <p>Evidence: Attendance at Curriculum Nights and increased parent participation (target: 100%)</p> <p>Outcome: Increased understanding of rigor and mastery and student achievement. Increased parent engagement and participation (100%)</p>	<p>Timeline: Throughout 2011-12 (On-going) Fall and Spring Conferences</p> <p>Responsible: Grade Level Team/ All Instructional Staff Lead: Counselor/ Parent Involvement Action Team</p> <p>No Additional Budget Needed</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>Action: Develop and implement common, formative, grade level reading assessments to</p> <ul style="list-style-type: none"> •frequently monitor each student's learning of essential outcomes •provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets in reading •learn with and from each other better ways to help students become proficient in reading <p>Evidence: Increased results for all students on district and state indicators</p>	<p>Timeline: Throughout 2011-12 (On-going)</p> <p>Responsible: Grade Level Team Lead: Principal/ Team Leaders/ SITE Team</p> <p>No Additional Budget Needed</p>
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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> <ol style="list-style-type: none"> 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) 		<p>Evidence:</p> <ol style="list-style-type: none"> 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

<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 checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Clarify and Pace Essential Learnings (skills, concepts) in each area of Literacy, Math, and Science Targets</p> <p>Evidence: List of each team's essential learning and pacing guide. Create staircase curriculum, showing how each grade level builds on each other. Display bilingually in the hallway</p> <p>Outcome: Increased teacher use of effective instructional practices each year The percentage of classroom observations that include the use of one or more formative assessment techniques increases</p>	<p>Timeline: Fall 2011</p> <p>Responsible: All Instructional Staff Lead: Principal/ SITE Team</p> <p>No Additional Budget Needed</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 checked="" type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: Utilize a variety of instructional strategies to help students learn all Essentials Skills at or above grade level proficiency targets (SIOP, GLAD, Differentiated Instruction)</p> <p>Evidence: Initiate individual and small group programs to provide additional intervention and enrichment learning time for students (RtI) -Principal observations RtI and Data Warehouse Data</p> <p>Outcome: Increased results on all assessments; lesson plans; Increased percentage on or above grade level targets</p>	<p>Timeline: Fall 2011</p> <p>Responsible: All Instructional Staff Lead: Principal/ SITE Team</p> <p>No Additional Budget Needed SIOP Budget: TBD</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 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 checked="" type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now	<p>Action: Learn how to create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading. Improve ability to analyze and determine next steps</p> <p>Evidence:</p>	<p>Timeline: Ongoing (2011-12)</p> <p>Responsible: Instructional Teams—All Teachers, Principal</p> <p>No Additional Budget Needed</p>

	<input type="checkbox"/> Address future	Grade level common assessments PLC Data/ Lesson Plans Outcome: Classroom assessment data are frequently used to identify extensions and interventions for students	
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: *Give DRA assessment to all students in the Fall and Spring (and Winter if not already meeting end of year targets) to inform instruction and determine grade level proficiency *Universal screener (Easy CBMs) will be given to all students in Fall, Winter, Spring to be used with other data to determine which students need RtI. Evidence: All instructional staff trained on Easy CBM assessments and on options for intervention curriculum Outcome: *Entered into Data Warehouse 3 times/year; Use of data in PLCs to inform instructional groupings and interventions *Entered into Easy CBM system to provide reports, Data is triangulated with other assessments to determine strategic/intensive intervention needs. Universal Screener given 3 times a year and regular progress monitoring for intervention students; Management of student data on Easy CBM website	Timeline: November 2011, March 2012, June 2012 Responsible: Instructional Teams—All Teachers, Principal, Instructional Specialist Within Weekly PLCs Instructional Teams—All Teachers, Principal September 2011, January 2012, June 2012 Instructional Teams—All Teachers, Principal Budget: TBD

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. Engage teachers in five-stage professional learning communities. (H1/I2)</p>	<input checked="" type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future	<p>Action: -Provide ongoing, job-embedded staff development during weekly PLC time for grade level teams to collaborate about student learning needs, improve their practice, and strengthen instruction system-wide. **Increase focus on and connection with reading/writing strategies in ELD</p> <p>Evidence: -Create and implement a master instructional schedule at each grade level to provide protected blocks of time for core and intervention instruction Common grade level schedules for core, interventions, ELD; Staff survey January/June Intervention schedule -Increased proficiency on assessments -Increased awareness of expectations and goals; student use of rubrics to assess learning Increased results on all assessments; lesson plans -Staff survey January 2012, June 2012</p> <p>Outcome: **Increased student proficiency on State and Local assessments/ Continued AYP Growth and Achievement Gap Closure *Initiate individual and small group programs to provide additional intervention and enrichment learning time for students (Rtl) during the regular school day **ELD component added to our schoolwide staircase curriculum in the area of reading comprehension **Provide extended learning opportunities--after school and during summer— targeted to students needing additional instruction *Orientation/Peer coaching for new teachers</p>	<p>Timeline: Mid and End of year PLC evaluations; Assessment results <i>Ongoing, January 2012 and June 2012 PLC Survey Evaluation</i></p> <p>Responsible: All Instructional Staff Lead: Principal, Instructional Specialist, Team Leaders</p> <p>ESL Teachers, SPED Teachers</p> <p><i>August/Fall for new teachers</i></p> <p>No Additional Budget Needed</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.)