

# 2013-2014 SCHOOL IMPROVEMENT PLAN - ELEMENTARY

**School Name:** William Walker Elementary

## **SMART Goal:**

- The OAKS median growth percentile in Math will increase from in 49.0% 2013 to 61% (one growth level) in 2014, the math growth percentile for Limited English Proficient students will increase from 51% to 59% (one growth level) in 2014, and the math growth percentile for Students with Disabilities will increase from 47% to 65% (one growth level).
- The OAKS median growth percentile in Reading will increase from 50% in 2013 to 60% (one growth level) in 2014, the reading growth percentile for Limited English Proficient students will increase from 46% to 64% (one growth level) in 2014, and the reading growth percentile for Students with Disabilities will increase from 38% to 52% (one growth level).

## **Instructional Focus:**

ESL and classroom teachers will engage in professional development using the collaboration/ co-teaching model and apply strategies to increase language instruction for ELL in all content areas.

Using Standards for Mathematical Practice, all teachers will develop the knowledge, skills and experience within Math instruction to support each student's growth in solving problems with accuracy with a specific focus on identifying students' language needs for achievement in math.

## **CCR Strategy 1: Inclusive Classrooms**

All staff will continue professional development to implement inclusive teaching practices to increase student growth. "Classroom Environment and Culture" and "Student Engagement" from the 5 Dimensions of Teaching and Learning\* will be the focus.

\* University of Washington Center for Educational Leadership

## **CCR Strategy 2: Standards-Based Learning System**

William Walker staff will implement BSD learning targets in K-5 classrooms, aligned to the four domains of college and career readiness. This will include:

- Implement BSD long-term and supporting learning targets, specifically in ELA, math, and ELP
- Implement/develop common grade-level formative, interim and summative assessments aligned to long-term and supporting learning targets
- Use collaboration time, learning team and team meeting opportunities to analyze baseline data, determine areas of needed improvement, identify specific instructional needs and supplemental materials, and identify/implement specific instructional practices necessary for improved student achievement outcomes.
- Progress monitor student achievement in math, reading and language to ensure intended outcomes are achieved
- Standards based grading and reporting

## **CCR Strategy 3: Learning Teams**

William Walker teachers will utilize the Learning Team time and structure to facilitate adult learning that leads to instructional improvement in math, reading, writing and language achievement for all students, with a focus on academic growth for ELL.

**EQUITY**

**COLLABORATION**

**INNOVATION**

**EXCELLENCE**

# Title 1A Addendum

Title IA Components SWP	Our Status	School Strategy/Action	Timeline Person Responsible Budget
<p>1. A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the state academic content standards described in ESEA 1111(b)(1)</p>	<p><b>2011-2012 “SMART” Goal Statement:</b>            SMART – Specific, Measurable, Achievable, Relevant, Timely            The percentage of 5th grade students meeting District college and career readiness benchmarks will increase in reading from 49% to 80% and in math from 42% to 80% by the end of the 2011-2012 school year. <i>For the 2011-12 OAKS assessment in Reading and Lit, 88% of all 5<sup>th</sup> grade students met or exceeded benchmark. In math, 86% of all 5<sup>th</sup> graders met or exceeded.</i></p> <p>The percentage of 2nd grade students meeting District college and career readiness benchmarks (reading on grade level) will increase from 26.1% to 80% by the end of the 2011-2012 school year.</p> <p>OAKS: In the Reading Knowledge and Skills test, the percentage of Students with Disabilities meeting will increase from 58.07% to 80% (2012 ELA Target). <i>For the 2011-12 Reading and for the 2011-12 OAKS Assessment in Reading &amp; Literacy, 2% of Students with Disabilities met or exceeded. In the Mathematics Knowledge and Skills test, the percentage of Students with Disabilities will increase from 63.63% to 80% (2012 Math Target). For the 2011-12 OAKS Assessment in math, 2% of Students with Disabilities met in math. The percentage of Limited</i></p>	<p>For the 2011-2012 SMART goals, we met the goal for 5<sup>th</sup> graders in reading and math for students overall. However, we did not meet our goal for Sub-categories. Students with disabilities did not meet in reading or math, and Limited English Language students did not meet our goal in math.</p> <p>A disaggregation of the new model for Oregon School Performance rating system, we are focusing on raising the performance level for our ELL students and Students with Disabilities. We believe that there is cross over and by focusing on these two groups we will also make an impact on Economically Disadvantaged students.</p>	<p>See William Walker School Improvement Plan and additional information provided in this Title IA Addendum document</p>

	<p>English Proficient students will increase from 69.77% to 80% (2012 Math Target). For the 2011-12 Mathematics assessment, 56% of Limited English Proficient students met or exceeded.</p> <p><b>State Reporting Data for 2011-12</b>  Overall Percent: 59.4% = Rating Level 3  Achievement Percent: 50.0% = Rating Level 3  Growth Percent: 70.0% = Rating Level 4  Subgroup Growth Percent: 47.5 % = Rating Level 2</p>		
<p>2. School wide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning time and include strategies to address the needs of low achieving students.</p>	<p>Ongoing</p>	<p>See William Walker School Improvement Plan pages 4 – 6 (Strategy 2).</p> <p>Core program includes 60 minutes of instruction in math and reading literacy, five days per week. Supplemental program (referred to as Differentiation) includes 30 minutes of instruction in math and reading literacy for 30 minutes, five days per week. Supplemental strategies and actions provided through Title I services include:</p> <ul style="list-style-type: none"> <li>• Five certified staff (funded partly through Title dollars) and three classified staff provide supplemental support during reading, writing and math Differentiation time (specific intervention groups) for students identified as below grade level.</li> <li>• Grade level meetings every two weeks to monitor students in Progress Monitoring process and /or identify students to place in process to receive supplemental support in reading, writing, and/or math instruction.</li> <li>• Administration of Easy CBM benchmark assessments for every student, three times during the school year, in reading and math. Information is used as one</li> </ul>	<p>Timeline: Sept. 2012 – June 2013</p> <p>Persons Responsible: Classroom Teachers, Title I Teachers, Title I and Building funded classified staff, ESL teachers, Intervention Teacher, principal.</p>

		<p>measurement to identify students at risk in academic achievement.</p> <ul style="list-style-type: none"> <li>• Administration of DRA2 in the fall or winter and in the spring as benchmark assessments for students in grades 1 – 5.</li> <li>• Administration of Reading and Math Easy CBM progress monitoring for at-risk students intermittently as designated in RTI process.</li> <li>• Participation in U of O study for kindergarten interventions using EVI to promote verbal vocabulary development and ROOTS for math interventions.</li> <li>• Extended Day Programs, for 3 weeks during July &amp; August 2013 for 4 days per week:  Summer Kindergarten Program for entering kindergarten students identified as significantly below in academic achievement during kindergarten orientation and/or Wee Walker program.  Summer School: Program for incoming third and fourth graders identified as significantly below benchmark in reading and/or writing.</li> <li>• Implementation of technology using iPads, applications, and instruction to increase engagement and individualized on target instruction to support students at risk in achievement in reading and math literacy.</li> <li>• Purchase of research based identified supplementary reading, writing and math materials to support students below benchmark. Current needs are targeted specifically in writing and math. Purchases considered include: Primary Comprehension Toolkit, Explorations in Non-Fiction Writing, Science Leveled Reader collections, Study Island Math and Reading, and others.</li> </ul>	
<p>3. Instruction by Highly Qualified teachers, as defined by federal law.</p>	<p>In place</p>	<p>All William Walker staff meet the Highly Qualified guidelines as determined by Beaverton School district's Human</p>	<p>Timeline: Aug. 2012 – June 2013  Person Responsible: Principal and HR</p>

<p>4. High quality, on-going professional development based on scientifically-based research for teachers, principals, instructional paraprofessionals, and if appropriate, pupil services personnel, parents and other staff in accordance with ESES 1119</p>	<p>Ongoing</p>	<p>Resources department.</p> <p>See William Walker School Improvement Plan pages 3 – 6 (Strategy 1B, 2 &amp; 3)</p> <p>Supplemental strategies and actions provided through Title I services include:</p> <ul style="list-style-type: none"> <li>• Classroom and ESL teacher collaboration support through professional development and release time to plan for support in reading, math, and writing literacy for underperforming students.</li> <li>• SIOP implementation team using lesson study (as connected to reading, writing and math literacy) as a model for increased access and achievement for underperforming students.</li> <li>• For classified staff, trainings provided for professional development and strategy implementation in reading, writing and math literacy with specific focus on ELL and students not at benchmark.</li> <li>• Whole faculty professional development through book study and implementation teams using text: <i>Teaching with Poverty in Mind</i></li> <li>• Differentiated professional development based on teacher identified needs through book study and implementation teams using the texts: <ul style="list-style-type: none"> <li><i>Choice Words</i></li> <li><i>...Unwrapping the Read Aloud Comprehension Connections</i></li> <li><i>Teach Like a Champion</i></li> <li><i>Unmistakable Impact</i></li> <li><i>High-Impact Instruction</i></li> <li><i>...Pathways to the Common Core</i></li> <li><i>...Focus</i></li> <li><i>...ENVoY</i></li> </ul> </li> <li>• Professional development and release time provided for classroom teachers. Currently,</li> </ul>	<p>Timeline: Aug. 2012 – June 2013</p> <p>Person Responsible: SIOP Facilitators, Classroom Teachers, Title I Teachers, Title I and Building funded classified staff, ESL teachers, Intervention Teacher, principal.</p>
--	----------------	--	---

		funding is set aside for training in Daily Five implementation and modifications for working with at-risk students, but may change as needs are identified.	
5. Strategies to attract Highly Qualified teachers to high need schools.	Ongoing	<p>As classified and certified openings become available, the principal and interview team will work with BSD's Human Resource Department to identify the most highly qualified candidates for interviews.</p> <p>Teachers are provided with a highly supportive environment with an emphasis on grade level, cross-grade level, and specialists all teaming. Collaboration with ESL staff has been increased with placement of ESL teachers on specific grade-level teams. Work is in progress to increase teaming and collaboration with Resource Room and classroom teachers. Opportunities to provide release time for this collaboration has been difficult to provide and will be a focus.</p> <p>New teachers are paired with building level mentors as well as district support where provided.</p>	<p>Timeline: Sept. 2012 to June 2013</p> <p>Person Responsible: Principal, School Leadership Team, AdHoc Interview Teams</p>
6. Strategies to increase parental involvement, such as family literacy services in accordance with ESEA 1118	On-going	<p>See William Walker School Improvement Plan page 2- (Strategy 1-A). and page 5 (Strategy 2C)</p> <p>Supplemental strategies and actions provided through Title I services include:</p> <ul style="list-style-type: none"> <li>• Social Support Liaison position – serves as a liaison between parents and the school providing family support in collaboration with classroom teachers, counselor, and principal, community outreach, and parent education.</li> <li>• William Walker provides</li> </ul>	<p>Timeline: Sept. 2012- June 2013</p> <p>Person Responsible: Principal, Committee Members, Social Support Liaison, Counselor</p>

multiple opportunities, both on the school campus and in the community throughout the year for parents to attend events. Planned events include:

- √ Back to School Night

- √ Conferences (Oct.)

scheduled for optimal parent participation and translators provided. During conferences, parents, teachers and students review each student's *Plan and Profile*, which serves as our Title I compact, to create goals for the classroom and home settings.

- √ "Principal & Counselor Coffees" at the school site and apartment complexes with Social Support Liaison included. Additionally, childcare is provided with pre-reading and math literacy activities that are explained to the parents with follow-up home activities sent with families.

- √ Family Literacy Night with book provided to each family to support literacy in the home.

- √ Family Math Night with math game provided to each family to support math fluency development in the home.

- √ Family Science Night with hands-on activities designed to strengthen the connection between literacy, problem solving and inquiry processes.

- √ Wee Walkers with books provided to support literacy and school readiness development in the home.

- √ "The Incredible Years" Parenting Series with childcare, snacks and parenting handbook provided to support implementation of learnings in the home.

- √ PTC meeting with Social Support Liaison interpreting

- √ Parent Volunteer Trainings with Social Support Liaison

		<p>interpreting and providing help for parents to complete the background check.</p> <ul style="list-style-type: none"> <li>• Translation of report card comments for Spanish speaking families</li> </ul>	
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs</p>	<p>On-going Strategy: Effective practices prior to a student's official enrollment in school provide a foundation for academic success.</p>	<p>Provide experiences for pre-kindergarteners and their parents/guardians to better prepare students for school through experiences targeting oral language development for students and knowledge/resources for parents at identified school sponsored times:</p> <ul style="list-style-type: none"> <li>• Principal and Counselor Coffees (see description above)</li> <li>• "Wee Walkers" program – six evening events targeted for incoming kindergarten students and their parent(s). Each event focuses on oral language development activities and identifies for parents the skills they can teach and support their child in developing for kindergarten readiness. At each event, each family takes home a book and activities to provide resources for families to use. Translation is provided.</li> <li>• Kindergarten orientation – one evening in March for orientation to kindergarten and support with the enrollment form completion. Translation is provided.</li> <li>• Summer School for incoming kindergarten students. (See Title IA Components SWP # 2, page 2. For details)</li> </ul>	<p>Timeline: Sept. 2012 to August 2013</p> <p>Person Responsible: Principal, William Walker staff</p>
<p>8. Measures to include teachers in the</p>	<p>Ongoing</p>	<p>Through Learning Teams and RTI process, teachers are</p>	<p>Timeline: Sept. 2012 to August 2013</p>



<p>decisions regarding the use of academic assessments described in section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>		<p>included in analyzing student data and making decisions on meeting student’s instructional needs.</p> <p>All certified staff is included in the formation of the committees (Math, Literacy, Science, PBIS, SIOP, and Leadership) that look at data, give input, and make decisions. Each committee has representation from a variety of grade levels and specialists. Three teachers and one classified staff member are included on Site Council, along with 2 parents and this committee monitors the implementation of William Walker’s School Improvement Plan. Based on the data shared, together these committees provide input and direction for the instructional program, specifically targeting areas where students are below the benchmark level.</p> <p>Academic Assessments in place include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Kindergarten Assessment: Fall, Winter, Spring (3X per year)</li> <li>• DRA2: Fall or Winter, Spring &amp; as needed</li> <li>• Easy CBM—Reading and Math: Fall, Winter, Spring (universal screener); progress monitor for students in Tier 2 or Tier 3 interventions</li> <li>• Math (Everyday Math): Utilize the interim and summative classroom assessments embedded in Everyday Math.</li> </ul>	<p>Person Responsible: SIOP Facilitators, Classroom Teachers, Title I Teachers, Title I and Building funded classified staff, ESL teachers, Intervention Teacher, principal.</p>
<p>9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by ESEA 1111(b)(1) are provided with</p>	<p>On-going</p>	<p>Implementing SIOP and Standards Base Learning strategies, teachers will communicate Learning Targets to students before, during and after instruction. Every student will receive daily (reading, writing, and math) instruction tailored to his or her specific rate and level. Teachers</p>	<p>Timeline: Sept. 2012 to August 2013</p> <p>Person Responsible: Principal, William Walker staff</p>

<p>effective, timely additional assistance</p>		<p>and students will use rubrics to support identified goals based on learning targets and monitor student growth and progress. Students not showing growth through this supported classroom instruction will be referred for review during the Learning Teams and Progress Monitoring meetings.</p> <p>Additionally, teachers will use Easy CBM, DRA2, assessment in Everyday Mathematics &amp; Work Sample data to identify students needing additional interventions then develop intervention groups using researched based strategies.</p> <p>Tier 2 research based interventions will be provided in the classroom as well as through Title I Staff support. Students in Tier 2 interventions will be progressed monitored using Easy CBM and additional data collection, as needed, including information from the ESL team and/or additional specialists to provide pertinent information for ELL, migrant and homeless students.</p> <p>The master schedule will be designed to accommodate set times for student extensions/interventions for students demonstrating needed support outside of core instruction time.</p> <p>Students identified during the PLC and RTI meetings as at-risk and/or below benchmark are monitored through the use of the COLLINS database to track implemented interventions and student progress.</p> <p>Summer school opportunities for students needing support beyond</p>	
--	--	--	--

		classroom core and differentiation time will be provided as outlined in Title IA Component SWP #2, page 2.	
10. Coordination and integration of federal, state and local services and programs including all titles in ESEA, violence prevention, nutrition, and house programs, Head Start, adult education, vocational and technical education and job training ESEA 1114 (b)	Ongoing	<p>Continuation of established programs:  PBIS, Second Steps, Bully Proofing, coordination with the Welcome Center placement and testing for ESL students, Migrant Program IC, Title X Homeless Program for counseling &amp; transportation, dedication of funds for Truancy Program, ESD Hearing and Visual Support, Fruit and Vegetable Grant, Arts for Learning program/grant, Connect to Math, Connect to Science grant.</p> <p>Establishment of new programs:  For kindergarten, EVI (Early Vocabulary Intervention) and ROOTS (math intervention) Grant with University of Oregon, Kaiser Permanente Grant for Playworks.</p>	<p>Timeline:  September 2012 – June 2013  Person Responsible:  Principal, Social Support Liaison, Counselor, ESL Facilitator, PBIS Team, Staff Leadership Team, other staff as identified.</p>