



**School Improvement Action Plan  
Oregon Trail Elementary School  
2011-2012**

**NORTH CLACKAMAS SCHOOL DISTRICT**

**Participants on School Improvement Planning Team:**

Peggy Harris	<i>2<sup>nd</sup> Grade Classroom Teacher</i>	Bill Anderson	<i>Parent</i>
Carey Bostwick	<i>Benchmark Specialist</i>	Khaliyah Williams-Rodriguez	<i>Principal</i>
Megan Johnson	<i>5<sup>th</sup> Grade Classroom Teacher</i>	Chris Straley	<i>Instructional Assistant</i>

**Purpose:** The Action Plan will serve as an effective tool for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

**SMART GOAL #1:**

50% of our 4<sup>th</sup> grade students will meet the benchmark as evidenced by assessment writing data. Other students will demonstrate a 10% progress toward reaching their grade's benchmark goal.

**How does this goal align with the district strategic plan?**

- Each student will write according to benchmark standards and apply knowledge to various content areas.
- Each student will be prepared for a post-secondary education.
- Each student will become a clear and effective communicator.
- Each student will become literate, creative, and critical thinkers.

**What evidence (data) supports that this is an area of need for your school?**

- During the 2009 - 2010 school year, **51.3%** of our 4<sup>th</sup> grade students met the benchmark as evidenced by the Oregon State Assessment.
- During the 2010 - 2011 school year, **35.7%** of our 4<sup>th</sup> grade students met the benchmark as evidenced by the Oregon State Assessment.

**Descriptively list the major and supportive actions your school will take to accomplish this goal.  
(If essential skill, please type in italic font)**

	<b>Action Steps (what will be done)</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources (available or needed?)</b>
<b>Major Action Step</b>	<p>Students will receive instruction in 3 - 4 units from the <i>Lucy Calkins/Units of Study</i> writing program. Intermediate grades (3<sup>rd</sup> - 5<sup>th</sup> grades) will select and include <i>Writing to a Prompt</i> as part of their instructional unit.</p> <p>Training and support for teaching the <i>Lucy Calkins/Units of Study</i> writing program will be provided to teachers/staff.</p> <p>Training and support for incorporating <i>Step Up to Writing (Sections 1 - 3)</i> will be provided to teachers/staff.</p> <p>Teachers/Staff will provide instruction according to the</p>	October 2011 – June 2012	Classroom Teachers, Benchmark Specialist, Principal	<p>Grade-level teams will meet and select relevant and appropriate units for their particular grade level.</p> <p>A Kindergarten – 5<sup>th</sup> grade school alignment will happen for all students.</p> <p>Year-long plans (determined and provided by grade-level teams).</p> <p>Resources provided for students who demonstrate difficulty</p>

	Common Core State Standards in English Language Arts and Literacy.			(Tier II) – <i>needed</i> . Supplemental CORE instructional resources provided to staff (e.g., <i>Step Up to Writing</i> ).  Common Core State Standards.
Check In Date(s)	Thursday's: December 1 <sup>st</sup> + January 12 <sup>th</sup> + February 9 <sup>th</sup> + March 8 <sup>th</sup> + April 12 <sup>th</sup> + May 10 <sup>th</sup> .			
Results/Evidence (Evidence should note student data)	<b>How will you know that you are making progress? What are your benchmarks or evidence of success?</b> <ul style="list-style-type: none"> <li>• Progress made with the curriculum maps and year-long plans.</li> <li>• Grade-level team discussions re: writing instruction and curriculum adjustments.</li> <li>• <b>Response to Intervention</b> data reviews with grade-level team members: every six weeks.</li> <li>• Direct classroom observations of learning targets and student work samples; review with walk-through protocols.</li> <li>• The targets of writing will be clear to students with the use of learning ladders for one particular writing strand.</li> <li>• Alignment for the essential skills of writing will be clear for classroom teachers (K-5).</li> <li>• A common language for essential skills of writing will be clear for students (K-5).</li> <li>• Students will monitor their individual writing progress with writing folders and learning ladders.</li> </ul>			
<b>Major Action Step</b>	Students will receive direct, thorough, and consistent writing instruction for a minimum of 45 – 60 minutes/daily.  Lessons will be modeled and co-taught with our Benchmark Specialist.	October 2011 – June 2012	Classroom Teachers, Benchmark Specialist, Principal	<ul style="list-style-type: none"> <li>• School schedule</li> <li>• Writing materials</li> <li>• Grade-level planning</li> <li>• Collaboration with specialists</li> <li>• Curriculum map</li> <li>• Calendar(s) for writing</li> <li>• Focus areas = non-fiction prompts (expository writing) + persuasive writing</li> </ul>
Check In Date(s)	Weekly classroom observations: 2011 – 2012.			
Results/Evidence (Evidence should note student data)	<b>How will you know that you are making progress? What are your benchmarks or evidence of success?</b> <ul style="list-style-type: none"> <li>• Increased writing stamina for students throughout the year.</li> <li>• Student writing samples demonstrating evidence of developmental writing progression (essential skills/components of writing).</li> <li>• Direct classroom observations with data collection/walk-through protocols.</li> <li>• Writing instruction provided to English Language Learners with our English Language Development Specialist.</li> <li>• Writing instruction provided to students who receive Special Education services with our Learning Specialist.</li> </ul>			
<b>Major Action Step</b>	Teachers will collaborate and learn the scoring guide to help score student writing samples.  Students will be taught to self-assess their own/peer's writing	October 2011 – June 2012	Classroom Teachers, Specialists, Benchmark Specialist, Principal	<ul style="list-style-type: none"> <li>• Professional Development training re: the expectations and use of the [revised] writing</li> </ul>

	<p>samples using the scoring guide.</p> <p>The CORE writing instruction will be strengthened with the use of <b>Guided Language Acquisition Design</b> strategies and/or <b>Sheltered Instruction Observation Protocol</b>.</p>			<p>scoring guide (K – 2).</p> <ul style="list-style-type: none"> <li>Grade-level team meetings will use the writing scoring guide to help create ladders.</li> <li>Teachers and staff will utilize district resources and adhere to grade-level alignment materials.</li> </ul>
Check In Date(s)	January 2012 and April 2012 (Professional Development Days – Staff)			
Results/Evidence (Evidence should note student data)	<p><b>How will you know that you are making progress? What are your benchmarks or evidence of success?</b></p> <ul style="list-style-type: none"> <li>Professional discussions related to the writing scoring guide (based on the changes marked on the scoring guide: K -2).</li> <li>Lessons will be modeled and co-taught with our Benchmark Specialist.</li> <li>Models of various stages of student work will be displayed throughout the school building.</li> <li>Formative assessment data collected by classroom teacher during peer conferencing – as a way to monitor and adjust instruction.</li> <li>Increased student understanding of the writing components and expectations – based on the use of the scoring guide with self and classroom peers’ writing samples.</li> </ul>			

**How will you determine that your goal has been reached?**

50% of our 4<sup>th</sup> grade students will meet the benchmark as evidenced by assessment data in writing. Other students will demonstrate a 10% progress toward reaching their grade’s benchmark goal.

**SMART GOAL #2:**

Student cohorts will demonstrate a 4% growth in their assessment as evidenced by the Oregon Assessment of Knowledge and Skills (OAKS).

**How does this goal align with the district strategic plan?**

- Each student will meet state benchmarks at each level of schooling.
- Each student will demonstrate global literacy; an ability to apply math in a variety of settings; and an ability to think critically, creatively, and analytically across disciplines.
- Each student will excel in the area of mathematics and scientific principles.

**What evidence (data) supports that this is an area of need for your school?**

During the 2010 – 2011 school year, the data highlights the following:

- 78.9% of 3<sup>rd</sup> grade students met or exceeded the state benchmark on the OAKS.
- 91.4% of 4<sup>th</sup> grade students met or exceeded the state benchmark on the OAKS.
- 74.0% of 5<sup>th</sup> grade students met or exceeded the state benchmark on the OAKS.

**Descriptively list the major and supportive actions your school will take to accomplish this goal.**  
*(If essential skill, please type in italic font)*

	<b>Action Steps (what will be done)</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources (available or needed?)</b>
<b>Major Action Step</b>	<p>Teachers and staff will respond instructionally to assessment data using differentiation within the classroom.</p> <p>The CORE math instruction will be strengthened with the use of <b>Guided Language Acquisition Design strategies and/or Sheltered Instruction Observation Protocol.</b></p>	October 2011 – June 2012	Classroom Teachers, Specialists, Benchmark Specialist, Principal	<ul style="list-style-type: none"> <li>▪ Grade-level alignment resources &amp; documents.</li> <li>▪ Lesson plans.</li> <li>▪ Formative assessment data.</li> <li>▪ Summative assessment data (OAKS).</li> <li>▪ Student profile information (i.e., cumulative assessment data).</li> <li>▪ Data according to various groups within the school.</li> <li>▪ Professional development provided throughout the school year.</li> </ul>
Check In Date(s)	Thursday's: December 1 <sup>st</sup> + January 12 <sup>th</sup> + February 9 <sup>th</sup> + March 8 <sup>th</sup> + April 12 <sup>th</sup> + May 10 <sup>th</sup> .			
Results/Evidence (Evidence should note student data)	<p><b>How will you know that you are making progress? What are your benchmarks or evidence of success?</b></p> <ul style="list-style-type: none"> <li>• Formative assessments provided by the classroom teacher.</li> <li>• Direct classroom observations with data collection/walk-through protocols.</li> <li>• Student progress and shared language based on the implementation of GLAD and/or SIOP strategies which compliment the services provided by our Learning Specialist and/or English Language Development Specialist.</li> <li>• Summative assessment data provided by OAKS.</li> </ul>			

<b>Major Action Step</b>	Students will receive direct, thorough, and consistent math instruction for a minimum of 45 – 60 minutes/daily.	October 2011 – June 2012	Classroom Teachers, Benchmark Specialist, Principal	<ul style="list-style-type: none"> <li>• School schedule.</li> <li>• Math materials.</li> <li>• Grade-level planning.</li> <li>• Collaboration with specialists.</li> <li>• Curriculum map.</li> <li>• Math targets.</li> <li>• Math ladders.</li> </ul>
Check In Date(s)	Weekly classroom observations: 2011 – 2012.			
Results/Evidence (Evidence should note student data)	<b>How will you know that you are making progress? What are your benchmarks or evidence of success?</b> <ul style="list-style-type: none"> <li>• Direct classroom observations with data collection/walk-through protocols.</li> <li>• Math instruction provided to students who receive Special Education services with our Learning Specialist.</li> <li>• Fidelity to teaching CORE Math instruction/daily.</li> </ul>			
<b>Major Action Step</b>	Teachers and staff will integrate the use of technology with Math concepts by way of interactive and/or research-based programs.  Teachers/Staff will provide instruction according to the <b>Common Core State Standards in Math.</b>	October 2011 – June 2012	Classroom Teachers, Specialists, Benchmark Specialist, Principal	<ul style="list-style-type: none"> <li>• Interactive and/or researched-based programs (e.g., IXL).</li> <li>• CCSS.</li> <li>• Professional development provided throughout the year.</li> </ul>
Check In Date(s)	January 2012 and April 2012 (Professional Development Days – Staff)			
Results/Evidence (Evidence should note student data)	<b>How will you know that you are making progress? What are your benchmarks or evidence of success?</b> <ul style="list-style-type: none"> <li>• Data will be extrapolated through the computer-based/interactive programs.</li> <li>• Formative assessment data will be collected by classroom teachers.</li> </ul>			

**How will you determine that your goal has been reached?**

Student cohorts will demonstrate a 4% growth in their assessment as evidenced by the Oregon Assessment of Knowledge and Skills (OAKS).