

Portland Public Schools School Improvement Plan (SIP)

“GETTING RESULTS!”

Academic Year: 2007-2008

School Irvington Elementary School K-7

Principal Cynthia A. MacLeod

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District Title VI & Title IX Contact: Carolyn M. Leonard, Compliance (503-916-3183)
District 504 Contact: Jean Fischer, Area Director (503-916-6540)
American Disabilities Act Contact: Maureen Sloane, HR Legal Counsel (503-916-3025)

School Improvement Plan (SIP)

PLANNING PROCESS

- Complete the tables below to create records of your SIP planning process
 - Note: School-wide Title I programs are required to include parents on the SIP team.

SIP Team

<i>Member</i>	<i>Position</i>
Kris Anderson	P
Mel Howell	P
Richard Cherry	T
Shyla Piper	T
Mary Jean Ranberg	T
Mary Piper	C
Deborah O'Kelly	S
Cynthia MacLeod	A

SIP Meetings

<i>Date/Time</i>	<i>Location</i>	<i>Purpose / Outcome(s)</i>
9/23/06	School library	K-8 reconfig. Discussion;design parent survey for K-8 data
10/30/06		K-8 survey results
11/27/06		Debrief community meetings SIP and vision statement review;next steps K-8 recon.
12/11/06		Determined K-8 and MS site visits
1/29/07		Debrief K-8 site visits; plan next steps
2/26/07		Staffing and facilities K-7;PD needs assessment K-7
3/12/06		
4/30/07		Vital Signs 2007; TAG;K Roundup
5/21/07		Plan 6-7 th Info. Nights
6/12/07		SIP review;class schedule update;TAG parents presentation

Position codes are as follows: **A** = building administrator, **T** = teacher, **S** = specialists and support staff, **P** = parent, **C** = community partner

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School Wide Planning Process

Planning Team

The planning team consists of the 2006-07 site council members, the site Title I learning specialist, the site Literacy Coach, and a writing TOSA from the Office of Teaching and Learning as needed.

The 2006-07 School Site Council, school staff and administrators have all been deeply involved in the development of the 2007-08 School Improvement Plan. The school principal, with the support of the district and school Site Council will regularly review data and adjust the implementation of the plan for the purpose of meeting our academic and attendance targets. The site council and the staff will review the SIP action plan each trimester to determine if we are on target with the professional development schedule. Progress will be communicated to staff and parents through staff meetings, newsletters, and regular target updates.

Communication

The purpose and outcomes of the SIP will be communicated to staff by the principal and the teacher representatives on the site council each trimester during the first regularly scheduled staff meeting at the beginning of the trimester. Staff will participate in an evaluation at the conclusion of each of the site-based professional development sessions to determine the effect of the PD on the areas of professional growth of staff. The site council parent representatives will conduct a SIP update in at least one regularly scheduled PTA meeting each trimester to inform parents of the vital signs, the professional development plans and to answer questions and gather feedback for program evaluation. The principal will supply all relevant and timely academic progress information requested by the Area Director during the planning process.

Technical Assistance

The district provided support and technical assistance to this plan in the following ways:

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- The Office of the Chief of School Leadership has conducted a number of meetings on what a quality school improvement plan should look like. The process was introduced in February 2007 to all principals. This introduction was followed up with much more specific meetings on various aspects of the plan and process during principal meetings on the second and third Thursday of each month. In addition to these meetings, we also received support through monthly cluster meetings with our Area Director, Harriet Adair.
- Research & Evaluation staff provided assistance in interpretation and analysis of TESA, Student Work Samples and Adequate Yearly Progress. Research & Evaluation also supported the schools in the development of their "vital targets" or goals, for reading, writing, mathematics and attendance.
- The district's Instructional Technology Department provided support for the administration of TESA and data collection for demographics and attendance.
- The Title I Office provided technical assistance by notifying families, facilitating families' introductions to Supplementary Education Service providers and administering the contract and data collection.

On-going Program Development

The Irvington School Site Council meets monthly to review SIP progress. The School Site Council is ultimately responsible for the annual evaluation, which occurs in the spring, and making mid-year adjustments. The principal leads staff during monthly staff meetings in reviewing progress against SIP goals by monitoring evidence of effectiveness and measuring student progress. The district supports this process by compiling common assessments and benchmark assignments.

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DATA COLLECTION

- Mark the data used in the SIP analysis with an X

[X]	Academic Achievement	[X]	School Participation	[X]	School Climate
	Standards-Based Report Cards	X	Demographics		Student Referrals
	Course Grades	X	Special Populations *		Suspensions and Expulsions
	Anchor Assignments	X	Student Attendance		Student Success Team Meetings
	Unit Tests		Staff Attendance		Satisfaction Surveys
X	Student Work Samples		Parent Involvement		<<Other – Enter Text Here>>
	Oregon State Assessment TESA		Student Capture Rate		
	TESA Cohort Analysis		Participation Arts & Activities		
	Literacy Framework Templates		Drop-out Rates		
	Degree of Reading Power (DRP)		<<Other – Enter Text Here>>		
X	Develop. Reading Assess. (DRA)				
	Promotion/Retention	[X]	No Child Left Behind	[X]	Other
	AP Exam Results/Participation		Adequate Yearly Progress	X	Idea Proficiency Test (IPT)
	IB Results/Participation		Highly-Qualified Teachers	X	ELPA
	SAT/ACT Results/Participation		Supplemental Education Services		<<Other – Enter Text Here>>
	Graduation Rates		<<Other – Enter Text Here>>		
	On-Track to Graduation Rates				
	State Report Card				
	MS students earning HS credit				
	Rate meeting OUS admission criteria				
	CIM/CAM Completion				
	Participation Adv Math (Post-Alg II)				
X	District K-1 Literacy Assessment				

* Special populations include Free or Reduced Lunch, Special Education, English Language Learners, and Talented and Gifted.

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HIGHLIGHTS OF YOUR SCHOOL IMPROVEMENT PLAN

- DO this page LAST
- Summarize the key components of your school improvement plan
- Make a compelling case that school improvement is likely to occur

Demographics

Racial/Ethnic Background

Asian American 2.5%
African American 45.5%
Hispanic 6.3%
European American 45.7%
Other 1.1%

Free/Reduced meals (2005-06) 40.9%

TAG 10.1%

Special Education 12.7%

English Language Learners 2.3%

2006 Enrollment

Neighborhood students 248

Students from other neighborhoods 225

Change in enrollment from 2005 to 2006 +28

Strengths

Reading and writing is our primary area of academic focus in 2006-07. The Literacy coach provided professional development that focused on modeling strategies for the direct instruction in Writer's Workshop and the use of mini lessons. The staff participated in writing professional development through out the year. The PD is planned and facilitated by the Literacy Coach. The Literacy Coach also plans and presents reading PD that supports the acquisition and use of effective comprehension strategies. K-6 teachers selected key strategies for each grade level and all teachers will continue to teach these identified strategies. The adopted Language Arts materials will

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be used by all K-7 teachers to teach reading to all students. 3rd-7th grade teachers will assess the effectiveness of writing instruction using the Common Assignments four times this year. Teachers assess all students with the DRA in grades 2-7 twice a year and K-1 teachers assess all students using the district literacy assessment three times a year. Common assessments give teachers a common language to discuss student achievement and adjust literacy instruction.

The DRA comprehension data and the state reading assessment data can be compared to establish a correlation between test performance and reading comprehension on grade level material. The work sample data and the state writing assessment results for 4th grade indicate that the focus on writing this year improved writing instruction. 100% of all students in grades 3-6 completed writing samples. Of the work samples completed there was a significant increase in the percent of students meeting benchmark. All teachers are more focused on teaching writing and reading. They are using strategies that are more effective. ELL students are assessed using the ELPA in March and April 2007. Students receive language services twice a week from an itinerant teacher. Classroom teachers will be trained in the use of English language development strategies for ELL students. The Avenues series will be used to support ELL students in the acquisition of English. TAG students will be served in a pullout program weekly in addition to the Individual Education Plan written by the teacher in collaboration with the parent and student. The IEP for TAG students addresses the literacy and math needs. Teachers will use the Scott Foresman materials as one of the resources to address TAG. The pullout program will focus on problem solving, logic and probability curriculum.

Business Partnerships

Arnerich Massena has worked in partnership with Irvington for 10 years. The programs include before school math and reading tutoring. After school Homework Club, Science/Math Club and Girls' Club are available for students 3rd-7th grades. Teachers and parents recommend students for these programs based on academic interest and need. During the school day two Arnerich Massena employees assist the Learning Specialist in the reading intervention program. Students are placed in reading intervention based on OSAT scores and teacher recommendation. Arnerich Massena also sponsors summer math/science institutes and journalism camp. These programs serve approximately 100 students. S.M.A.R.T serves 70 Kindergarten thru 2nd grade students each week and WORKS tutors provide intensive phonics instruction for 8 very low Second grade readers. These students continue to have DRA levels of 6 or less after small group targeted reading intervention that includes phonics, phonemic awareness, letter recognition and comprehension strategies in Kindergarten and First grades.

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Math

The Math Lab will be available for all students to support and enrich math instruction. Students will play math games and solve problems from Investigations and Connected Math. The teacher in the Math Lab will collaborate with grade level teachers to plan appropriate lab activities for 1st-5th grade ELL, TAG, Sped and Gen. Ed students. The 6th-7th grade math teacher will determine how to use the math lab with students.

Attendance

To maintain the overall ADA at 95.3% the students will be recognized for excellent attendance in monthly assemblies. The monthly attendance will be reported the first of each month in the school newsletter to raise community awareness about the importance of consistent school attendance.

Needs

Based on the DRA, work samples and the state writing assessment results the Irvington School Improvement Plan will increase the amount of writing instruction to at least 60 minutes each day in grades 3-5 and continue with 45 minutes a day in grades K-2. The work samples and the state writing assessment indicate a continuing need for teachers to focus on conventions. We need to compare the DRA and state test data. Teachers will discuss the results of the comparison as a part of scheduled PD. The Literacy Coach needs to continue to deliver reading and writing PD for K-7 teachers. The coach will continue to use whole staff and teacher-selected groups. We need to expand the use of the Portalupi and Fletcher and the Lucy Calkins materials by purchasing suggested read aloud books that will be read to students as a part of direct instruction. Read alouds will provide excellent literary models for students during instruction. Vocabulary for all students needs to improve. The adopted materials have a vocabulary component that teachers will include in the daily reading lessons. The Literacy Coach will assist teachers in using the adopted materials to address the vocabulary needs of all students especially ELL students.

Comprehensive Needs Assessment

Irvington Elementary is a diverse learning community, ethnically and economically. Free and Reduced data. Special education, TAG and ELL. The site council and the PTA involved parents and community members in the needs assessment for the 2007-08 SIP. Irvington is in the second year of the reconfiguration of the K-5 program to become a K-8 program. The development of the 6-8 program is the focus of most of the planning.

- The site council designed a survey and hosted an evening and a morning community meeting in November to gather data about the vision for the K-8 program, the strengths and challenges, questions and concerns to

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be considered in the program design.

- Teachers provided input about the same areas during two staff meetings in November.
- The vision developed for the program will be used to make budget decisions that affect staffing, materials and professional development.
- Ad Hoc committees consisting of parents and teachers visited several PPS K-8 and traditional middle school programs to collect data that addressed questions and concerns from the survey and the community meetings.
- We determined the need for daily schedules, enrichment vs. electives, staffing for Algebra in the 8th grade, foreign language classes, service learning, post secondary planning, mentoring opportunities, discipline, social events and positive ways to regularly recognize the academic and behavioral success of 6th-8th grade.
- Parents and K-5 teachers expressed concerns about the safety of younger students and discussed a need for some separation of the older and younger students.
- It is necessary to locate the four 6th-8th grade classrooms on the upper floor of the building and design foot traffic patterns that support a quiet learning environment for all classes.
- The master course schedule for 2007-08 will address the foreign language requirement in 6th and 7th grades for high school graduation by including Spanish all year for both grades.
- The schedule also includes one hour each week of Academic Support for all students and one hour of mixed aged homeroom weekly.
- The guidance counselor will include Pathways for post secondary planning in the homeroom schedule.
- The Pathways program will assist in the transition to the 9th grade which was another need identified by parents, teachers and student during the needs assessment.
- When the two classes of 8th grade are added in 2008-09, the staffing will need to include a teacher for Algebra. 7th and 8th grade students who have OSAT scores that indicate a readiness for Algebra will take Algebra in 2008-09.
- TAG students will have a weekly pullout class this year in addition to the classroom IEP. The class will use curriculum for problem solving, probability and other topics selected by the students and the teacher.

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MISSION & VISION STATEMENT

- Provide a clear and concise mission statement
- Present a vision of the school when it is “at its best”

Irvington School

Irvington is a learning community committed to preparing all children for tomorrow's world

Our Vision

All children at Irvington School
develop the skills, confidence and knowledge to lead fulfilling and productive lives in a
complex society

Our Mission

To support all students in achieving their highest personal and academic potential

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Parent Involvement Policy

In light of these beliefs about how and under what conditions children learn, our school intends to develop and implement the following policy addressing the statutory requirements for parent and family involvement:

We will, with the support of the district, take the following actions at our school to support parent and family involvement:

- We will participate in the district's family involvement activities and programs for the involvement of parent and guardians. These activities will be planned and operated with meaningful consultation with parents of participating children through the District Parent Advisory Council and our own school community, with outreach to parent and guardians who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, are migratory or are of any racial, cultural or ethnic minority background.
- We will be governed by the following statutory definition of parental involvement, and will carry out programs in accordance with this definition:

Parental involvement means the participation of parents in regular, meaningful, two-way communication involving student academic learning and other school activities, including ensuring that:

- A. That parents play an integral role in assisting their child's learning;
 - B. That parents are encouraged to be actively involved in their child's education at school;
 - C. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - D. The carrying out of other activities described under Section 1118 of *No Child Left Behind*.
- We will revise our parent-school compact as necessary to ensure it is compliant with the requirements of *NCLB*.
 - We will, to the extent practicable, provide full and meaningful opportunity for meaningful participation of parents and guardian of limited English proficiency, parents with disabilities, and parents of migratory children.
 - We will, to the extent practicable, provide information required under *NCLB* in an understandable and uniform format in a language that parents understand, including in alternative formats upon request.

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- We will involve parents of children served under Title I, Part A schools in decisions about how Title I family involvement money is spent.
- We will actively involve our Site Council and parent-teacher organizations in the School Improvement Plan development;
- We will actively recruit parents to review and assist in the revision of this policy so that it truly reflects the strategies and goals of our diverse school community;
- We will seek input from parents, guardians and community members from all racial, language and socio-economic backgrounds;
- We will publicize and encourage participation in district Parent Advisory Council for parents and families of children served by federal programs;
- We will collect data and support the evaluation of family involvement activities at Irvington Elementary School
- We will build capacity among parents through the following means:
 - Engage in early intervention with students and effective communication with parents;
 - Keep and communicate information on Oregon Content Standards, Oregon and school assessments, and federal Title I requirements;
 - Involve parents, where appropriate, in school trainings and workshops related to adolescent development and academic achievement.
 - Provide written materials, to the extent practicable, in languages understandable to parents and families

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VITAL SIGN TARGETS

Irvington

PPS Schools' Progress Toward Vital Sign Targets

All Grades for Attendance; Grades 3, 4, 5 and 6 for Reading and Math; Grade 4 for Writing; Grade 5 for Science

Vital Sign	Target	2005-06*	2006-07	2007-08	2008-09	2009-10
Student attendance in school and class	95% average daily attendance		Target: 95.0%	Target: 95.0%	Target: 95.0%	Target: 95.0%
		Actual: 95.4%	Actual:	Actual:	Actual:	Actual:
Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 87.6%	Target: 88.2%	Target: 88.8%	Target: 89.4%	Target: 90.0%
	90% meeting or exceeding: Writing	Actual: 39.0%	Actual:	Actual: 64.5%	Actual: 77.3%	Actual: 90.0%
	90% meeting or exceeding: Math	Actual: 79.7%	Target: 82.3%	Target: 84.9%	Target: 87.4%	Target: 90.0%
	90% meeting or exceeding: Science	Actual: 61.3%	Target: 68.5%	Target: 75.7%	Target: 82.6%	Target: 90.0%
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Move 20% out of Low / Very Low each year: Rdg	Actual: 6.0%	Target: 4.8%	Target: 3.8%	Target: 3.1%	Target: 2.5%
	Move 20% out of Low / Very Low each year: Wrtg	Actual: 37.3%	Actual: 29.8%	Actual: 23.9%	Actual: 19.1%	Actual: 15.3%
	Move 20% out of Low / Very Low each year: Math	Actual: 7.3%	Target: 5.8%	Target: 4.7%	Target: 3.7%	Target: 3.0%
	Move 20% out of Low / Very Low each year: Sci	Actual: 0.0%	Target: 0.0%	Target: 0.0%	Target: 0.0%	Target: 0.0%
Students of all backgrounds and circumstances demonstrate equivalent or accelerated achievement rates expected of all (closing the achievement gap and accelerating learning for all)	Increase Exceeds by 10% each year: Rdg	Actual: 40.8%	Target: 44.9%	Target: 49.4%	Target: 54.3%	Target: 59.7%
	Increase Exceeds by 10% each year: Wrtg	Actual: 6.8%	Target: 7.5%	Target: 8.2%	Target: 9.1%	Target: 10.0%
	Increase Exceeds by 10% each year: Math	Actual: 28.1%	Target: 30.9%	Target: 34.0%	Target: 37.4%	Target: 41.1%
	Increase Exceeds by 10% each year: Science	Actual: 17.3%	Target: 19.0%	Target: 20.9%	Target: 23.0%	Target: 25.3%

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PPS Schools' Progress Toward Vital Sign Targets Disaggregated by Ethnicity

Grades 3, 4, 5 and 6 for Reading and Math; Grade 4 for Writing; Grade 5 for Science

Vital Sign	Target	2005-06	2006-07	2007-08	2008-09	2009-10
Asian / Pacific Islander Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 100.0%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
	90% meeting or exceeding: Math	Actual: 75.0%	Target: 78.8% Actual:	Target: 82.5% Actual:	Target: 86.3% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
Black (Not of Hispanic Origin) Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 80.0%	Target: 82.5% Actual:	Target: 85.0% Actual:	Target: 87.5% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 25.0%	Target: 41.3% Actual:	Target: 57.5% Actual:	Target: 73.8% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 70.5%	Target: 75.4% Actual:	Target: 80.3% Actual:	Target: 85.1% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 40.0%	Target: 52.5% Actual:	Target: 65.0% Actual:	Target: 77.5% Actual:	Target: 90.0% Actual:
Hispanic Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 71.5%	Target: 76.1% Actual:	Target: 80.8% Actual:	Target: 85.4% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
	90% meeting or exceeding: Math	Actual: 57.2%	Target: 65.4% Actual:	Target: 73.6% Actual:	Target: 81.8% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
White (Not of Hispanic Origin) Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 97.7%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 51.8%	Target: 61.4% Actual:	Target: 70.9% Actual:	Target: 80.5% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 94.2%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 92.8%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:

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PPS Schools' Progress Toward Vital Sign Targets Disaggregated by Ethnicity
 Grades 3, 4, 5 and 6 for Reading and Math; Grade 4 for Writing; Grade 5 for Science

Vital Sign	Target	2005-06	2006-07	2007-08	2008-09	2009-10
Asian / Pacific Islander Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 100.0%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
	90% meeting or exceeding: Math	Actual: 75.0%	Target: 78.8% Actual:	Target: 82.5% Actual:	Target: 86.3% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
Black (Not of Hispanic Origin) Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 80.0%	Target: 82.5% Actual:	Target: 85.0% Actual:	Target: 87.5% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 25.0%	Target: 41.3% Actual:	Target: 57.5% Actual:	Target: 73.8% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 70.5%	Target: 75.4% Actual:	Target: 80.3% Actual:	Target: 85.1% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 40.0%	Target: 52.5% Actual:	Target: 65.0% Actual:	Target: 77.5% Actual:	Target: 90.0% Actual:
Hispanic Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 71.5%	Target: 76.1% Actual:	Target: 80.8% Actual:	Target: 85.4% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
	90% meeting or exceeding: Math	Actual: 57.2%	Target: 65.4% Actual:	Target: 73.6% Actual:	Target: 81.8% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
White (Not of Hispanic Origin) Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 97.7%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 51.8%	Target: 61.4% Actual:	Target: 70.9% Actual:	Target: 80.5% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 94.2%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 92.8%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:

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PPS Schools' Progress Toward Vital Sign Targets Disaggregated by F/R Meal Eligible Grades 3, 4, 5 and 6 for Reading and Math; Grade 4 for Writing; Grade 5 for Science

Vital Sign	Target	2005-06	2006-07	2007-08	2008-09	2009-10
F/R Meal Eligible Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 78.9%	Target: 81.7% Actual:	Target: 84.5% Actual:	Target: 87.2% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 30.8%	Target: 45.6% Actual:	Target: 60.4% Actual:	Target: 75.2% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 65.1%	Target: 71.3% Actual:	Target: 77.6% Actual:	Target: 83.6% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 34.6%	Target: 48.5% Actual:	Target: 62.3% Actual:	Target: 76.2% Actual:	Target: 90.0% Actual:
Not F/R Meal Eligible Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 93.7%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 45.5%	Target: 56.6% Actual:	Target: 67.8% Actual:	Target: 78.9% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 89.8%	Target: 89.9% Actual:	Target: 89.8% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 75.5%	Target: 79.1% Actual:	Target: 82.8% Actual:	Target: 86.4% Actual:	Target: 90.0% Actual:

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PPS Schools' Progress Toward Vital Sign Targets Disaggregated by Special Ed Grades 3, 4, 5 and 6 for Reading and Math; Grade 4 for Writing; Grade 5 for Science

Vital Sign	Target	2005-06	2006-07	2007-08	2008-09	2009-10
Special Ed Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 67.5%	Target: 73.1% Actual:	Target: 78.8% Actual:	Target: 84.4% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 27.3%	Target: 43.0% Actual:	Target: 58.7% Actual:	Target: 74.3% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 46.2%	Target: 57.2% Actual:	Target: 68.1% Actual:	Target: 79.1% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 35.3%	Target: 49.0% Actual:	Target: 62.7% Actual:	Target: 76.3% Actual:	Target: 90.0% Actual:
Not Special Ed Students meeting or exceeding standards in core subjects	90% meeting or exceeding: Reading	Actual: 92.2%	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Writing	Actual: 41.7%	Target: 53.8% Actual:	Target: 65.9% Actual:	Target: 77.9% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Math	Actual: 87.1%	Target: 87.8% Actual:	Target: 88.6% Actual:	Target: 89.3% Actual:	Target: 90.0% Actual:
	90% meeting or exceeding: Science	Actual: 69.0%	Target: 74.3% Actual:	Target: 79.5% Actual:	Target: 84.8% Actual:	Target: 90.0% Actual:

School Improvement Plan (SIP)

Action Sequence in 1-2-3-4-5 Steps!

Vital Sign Target – Reading: 88.8% of all 3rd-7th grade students will meet/exceed reading benchmarks as measured by the 2008 OSAT

Step 1: Data (*“Where are we now?”*)

- Summarize highlights of your student data analysis; use multiple forms of assessment for your inquiry.
- Explicitly identify “root causes” of the current status based on your reflections on educational practice

Strengths

- For the purposes of this improvement plan draft the comprehension data from the DRA, the K-1 literacy assessment and the end of the year assessment of K-6 students served by the reading intervention programs will be used to draw some initial conclusions.
77 students were served in the reading intervention programs this year. This is the 5th year that students at risk of not meeting reading benchmark and those students not meeting reading benchmarks. With the exception of Kindergarten, the number of students served declines each year. Since this is the first year that Kindergarten was served for the full year the program served more 1st grade students than Kindergarten students. The decline is attributed to the intervention strategies used as well as the chance that as students get older they are more likely to be found eligible for Sped services.
- In order to give our neediest students additional support, 17 of the students in the reading intervention programs are eligible for Sped services.
- All Kindergarten students received daily instruction using the literacy strategies identified by the REACH professional development. 40% of the Kindergarten students in the program will no longer need service. 50% of First Grade students in the program this year will no longer need service.
- 100% of the 2nd-5th grade students made significant gains in comprehension and fluency when assessed using the Read Naturally assessment.
- All K-6th grade students were assessed using the DRA to collect a comprehension score and a grade level for each student.
- This data will be compared to OSAT data this fall and effort data on report cards throughout the year to track academic progress for students not meeting benchmarks and a comprehension score of some or very little on the DRA (6-15).

School Improvement Plan (SIP)

Action Sequence in 1-2-3-4-5 Steps!

- The Reading Intervention Program expanded to provide a full year of service for Kindergarten in January in 2006.
- Students at risk of not meeting the Kindergarten literacy benchmarks received additional small group instruction using Scott Foresman Early Reading Intervention program.
- Kindergarten students not meeting literacy benchmarks on the district literacy assessment attended the Kindergarten Academy this summer.
- All Kindergarten and First grade teachers used the Work Time literacy centers and the literacy strategies identified during the REACH training. The K-1 reading program consisted of 1) quality materials, 2) relevant timely professional development, 3) direct instruction using high leverage strategies and 4) on-going assessment to monitor and adjust instruction.
- First and Second grade students were supported by WORKS tutors and GATE intervention programs.
- Grade 4-5 students were supported by Read Naturally to increase fluency and comprehension again this year. When OSAT data becomes available it will be analyzed and compared to the reading intervention data as well as the DRA data. The results will be included in the SIP.
- Read Naturally, WORKS and GATE will continue next year because the average RIT gain on the State reading assessment for students served by these programs was +11 for 4th grade and +7 for 5th grade students in past years. The number of students who qualify for Read Naturally decreased from 17 to 14 students this year. This number should continue to decrease each year because district and building resources are targeted at intervening early with K-1 students.
- While 40% of Kindergarten and 50% of the First grade will exit the reading intervention program it is anticipated that this percent will increase to 70% in 2008.
- Teachers will continue to use the literacy centers and high leverage instructional strategies with all students.
- The First grade students in the program this year will have their second year of intense direct small group instruction. This should result in more students meeting/exceeding the First grade benchmark by June of 2008. The exception to this will be the students new to the First grade.

Root Causes

- The intervention program is weak in the area of accelerated curriculum. It is possible that the recently adopted materials will have materials and strategies that can be put into place to accelerate the learning of new

School Improvement Plan (SIP)

Action Sequence in 1-2-3-4-5 Steps!

students.

- The limited English students are not included in this data analysis or in the Kindergarten intervention program. They were served by the itinerant ELL teacher, the classroom teacher and an Educational Assistant fluent in Spanish. These students should be included in the daily reading intervention and ELD program in the First grade in addition to continuing to receive ELL services if the students are to be at benchmark in 3rd grade. The reading intervention program will continue to serve Sped students who are identified during the school year and 2nd grade students with DRA levels below 14.
- The 6th and 7th grade students were not served this year in the reading intervention program however students qualifying for Sped services received help with content reading and Language arts from the Learning Center teachers. The support was provided at the classroom level as a push in but students could access support in small groups or individually in the Learning Center. Academic support was also made available to any student who was struggling with reading.
- DRA results indicate that 19 of the 38 students assessed had a DRA level of 6th grade or below in June. 7 students have comprehension scores on the DRA that are 2 or more years below their grade level. 3 of the significantly low students are served in the Sped program. These students are at risk of not being able to read the content material at the 9th grade. These students are at risk of failing 1 or more classes in the first semester of the 9th grade which is one of the risk factors for not graduating at the end of 12th grade.

School Improvement Plan (SIP)

Action Sequence in 1-2-3-4-5 Steps!

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Vital Sign Target – Reading: 88.8% of all 3rd-7th grade students will meet/exceed reading benchmarks as measured by the 2008 OSAT

Step 2: Design (*“Where do we want to go next”*)

- Identify the “vital few” research-based education strategies you will implement to address the root causes in Step 1
- List specific instructional practices tied to your education strategy
- Use enough detail that school staff, Area Directors and TOSAs know what to “look-for” in classrooms

Reading and Writing are the primary SIP focus for 2007-08

- Analyze reading comprehension data from OSAT, spring DRA comprehension score and grade level, and third trimester effort to develop an intervention profile for 3rd -7th grade students in all demographics groups identified as reading below grade level.
- Select intervention strategies from the EMC Masterpiece Series: Literature and the Language Arts resources for classroom support and small group intervention for 6th and 7th grade students in all demographic groups.
- Professional development for K-2 and 3rd -7th teachers with the Hampton-Brown Avenues materials to develop a plan for using the materials effectively with ELL students to increase reading comprehension for ELL students.
- Professional development for K-5 teachers using Scott Foresman Reading Streets and 6-7 EMC Masterpiece Series: Literature and the Language Arts resources to develop a plan for using the materials with ELL, TAG, F/R meal students and students in all demographic groups.

School Improvement Plan (SIP)

Action Sequence in 1-2-3-4-5 Steps!

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Vital Sign Target – Reading: 88.8% of all 3rd-7th grade students will meet/exceed reading benchmarks as measured by the 2008 OSAT

Steps 3,4 & 5: Delivery, Development and Documentation (“How are we going to get there”)

- Create an implementation plan for the strategies you identified in Step 2. Begin with the first four columns. Fill out the milestones column throughout the year as you make progress towards your goals
- Be specific. Area Directors will ask for written clarification of vague/unclear responses.

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
<p><i>List <u>specific instructional practices</u> or actions tied to your education strategy. What will observers see in the classroom?</i></p>	<p><i>List names of participants for each initiative; ‘+’ denotes leader(s)</i></p>	<p><i>List the specific skills, training and continuous learning necessary for successful implementation. Each activity listed should tie into the Professional Development Calendar.</i></p>	<p><i><u>Fidelity of Implementation:</u> list approaches used by instructional leaders to monitor classroom practice (e.g., classroom walk-throughs, etc.)</i></p> <p><i><u>Desired Student Outcomes:</u> list specific assessments, assignments and other indicators of achievement.</i></p>	<p><i>Use this column to report major progress throughout the year. Use dates.</i></p>
<ul style="list-style-type: none"> • Develop intervention profile for all 3-7 students who are below grade level in reading 	<ul style="list-style-type: none"> • 3-7th teachers, Literacy Coach and principal + 	<ul style="list-style-type: none"> • Orientation to Scott Foresman and EMC materials 	<ul style="list-style-type: none"> • Intervention profiles for 3rd -7th grade students who are reading below grade level 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 60-90 minutes of imbedded professional development each week 	<ul style="list-style-type: none"> • K-7th teachers, Literacy Coach, OTL 	<ul style="list-style-type: none"> • Analyze DRA and state reading data in September • Select strategies and resources to implement the yearlong Strategy Instruction Plan developed by K-7 teachers last year 	<ul style="list-style-type: none"> • List of students who are not meeting reading benchmark and reading below grade level • Implementation of Strategy Instruction Plan K-7 	<ul style="list-style-type: none"> •

Vital Sign Target – Writing: 64.5% of students in 4th grade will meet/exceed the writing benchmark as measured by the 2008 OSAT

Step 1: Data (“Where are we now?”)

- Summarize highlights of your student data analysis; use multiple forms of assessment for your inquiry.
- Explicitly identify “root causes” of the current status based on your reflections on educational practice

Strengths

The work sample data and the state writing assessment results for 4th grade indicate that the focus on writing this year improved writing instruction. 100% of all students in grades 3-6 completed writing samples. Of the work samples completed there was a significant increase in the percent of students meeting benchmark, however just 57% of 4th grade students met the writing benchmark as measured by the work samples. 51.2% of 4th grade students' met/exceeded the writing benchmark on the state writing assessment. The 2006-07 target was 51.8% of students meeting/exceeding the benchmark. All teachers are more focused on teaching writing and the strategies that teachers have agreed to use are more effective. Student performance in Ideas and organization consistently meets benchmark however conventions and sentence fluency continue to lag behind. Writer's Workshop is used in all classes and the use of mini lessons for skill instruction will continue because the mini lesson as a strategy is effective for skill instruction. Writing instruction is scheduled for 45 minutes three days a week. The results of the Writing Survey administered to students in the Spring revealed improvement in student attitude toward writing and their understanding of the writing process.

Root Causes

- While writing achievement is increasing for some students, SPED, ELL, and African American student progress has not been accelerated.
- The achievement gap is not closing for the students in these groups.
- There is a discrepancy between the percent of students meeting benchmark on the work sample and the students meeting the same benchmarks on the state scored writing assessment.
- We also need to need to increase the amount of writing instruction to at least 60 minutes each day in grades 3-5 and continue with 45 minutes each day in grades K-2.
- The Literacy Coach should continue to work with K-7 teachers in whole staff and teacher selected groups writing PD.

- We need additional exemplary literature for teachers to use as models with students.
- Some teachers use guided writing and small and large group writing experiences to model effective writing for all students. This is a strategy that needs to be used in all classes.
- The Literacy Coach and the principal will expand the use of the Portalupi and Fletcher and the Lucy Calkins materials by purchasing the real aloud books suggested in the Portalupi and Calkins resources.

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Vital Sign Target – Writing: 64.5% of students in 4th grade will meet/exceed the writing benchmark as measured by the 2008 OSAT

Step 2: Design (*“Where do we want to go next”*)

- Identify the “vital few” research-based education strategies you will implement to address the root causes in Step 1
- List specific instructional practices tied to your education strategy
- Use enough detail that school staff, Area Directors and TOSAs know what to “look-for” in classrooms

Writing and reading is the primary area of academic focus in 2006-07.

- Irvington will be a Phase II writing school and teachers will complete the Common Assignments as scheduled. The strategies will be used as a part of the writing instruction in the 3-5 classes.
- The Literacy coach will provide professional development that focuses on modeling strategies that are effective in Writer’s Workshop and the use of mini lessons.
- The 2nd-7th grade staff will have 90 minutes of embedded PD each week. The K-1 teachers will have 60 minutes of PD each week. In addition to the whole K-6 staff participation in writing PD, the Literacy Coach will facilitate study groups during the year that target challenges that affected writing instruction in their classrooms.
- All K-2 teachers will use Primary Units of Writing by Lucy Calkins as a resource for selecting lessons to teach

mini lessons. The Kindergarten teachers will continue to use Kid Writing as well. 3rd-6th grade teachers and Sped teachers will use the Portolupi and Fletcher materials.

- The work sample data and the state writing assessment results for 4th grade indicate that the focus on writing this year improved writing instruction. 100% of all students in grades 3-6 completed writing samples. Of the work samples completed there was a significant increase in the percent of students meeting benchmark. All teachers are more focused on teaching writing and the strategies are more effective.
- Teachers created a list of topics that will form the agendas for the weekly 90 minute embedded professional development for this year. We will increase the amount of writing instruction to at least 60 minutes each day in grades 3-5 and continue with 45 minutes a day in grades K-2.
- Writer's workshop and mini lessons will occur in all classroom writing instruction. The Literacy Coach will continue to work with K-7 teachers in whole staff and teacher selected groups writing PD.
- We will expand the use of the Portolupi and Fletcher and the Lucy Calkins materials by purchasing the read alouds that are recommended in the Fletcher and Calkins resources.

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Vital Sign Target – Writing: 64.5% of students in 4th grade will meet/exceed the writing benchmark as measured by the 2008 OSAT

Steps 3,4 & 5: Delivery, Development and Documentation (“How are we going to get there”)

- Create an implementation plan for the strategies you identified in Step 2. Begin with the first four columns. Fill out the milestones column throughout the year as you make progress towards your goals
- Be specific. Area Directors will ask for written clarification of vague/unclear responses.

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
<p><i>List <u>specific instructional practices</u> or actions tied to your education strategy. What will observers see in the classroom?</i></p>	<p><i>List names of participants for each initiative; ‘+’ denotes leader(s)</i></p>	<p><i>List the specific skills, training and continuous learning necessary for successful implementation. Each activity listed should tie into the Professional Development Calendar.</i></p>	<p><i><u>Fidelity of Implementation:</u> list approaches used by instructional leaders to monitor classroom practice (e.g., classroom walk-throughs, etc.)</i></p> <p><i><u>Desired Student Outcomes:</u> list specific assessment assignments and other indicators of achievement.</i></p>	<p><i>Use this column to report major progress throughout the year. Use dates.</i></p>
<ul style="list-style-type: none"> • 60-90 minutes of imbedded professional development for K-7 teachers weekly • Common Assignments 	<ul style="list-style-type: none"> • Literacy Coach+ and principal • Literacy Coach 	<ul style="list-style-type: none"> • Writing scoring training • Writer’s Workshop • Common Assignment training 	<ul style="list-style-type: none"> • K-7 teachers analyze student writing at least once a trimester • 60 minutes of writing instruction daily • Students complete 4 common assignments during the year 	
<ul style="list-style-type: none"> • Writer’s Workshop 	<ul style="list-style-type: none"> • Literacy Coach 	<ul style="list-style-type: none"> • Mini lesson training to identify effective strategies for teaching conventions and sentence fluency 	<ul style="list-style-type: none"> • Scored writing samples that show growth in conventions and sentence fluency for 4th grade 	

Vital Sign Target – Mathematics: 84.9% of 3rd-7th grade students will meet/exceed math benchmarks as measured by the 2008 OSAT

Step 1: Data (“Where are we now?”)

- Summarize highlights of your student data analysis; use multiple forms of assessment for your inquiry.
- Explicitly identify “root causes” of the current status based on your reflections on educational practice

Strengths

- K-5 teachers continue to use Investigations materials in the classroom with all students. Grades 6th-7th grade teachers use Connected math for all students.
- A Family Math Night targeted the families of K-5 students who struggle with math fluency to support students in learning basic facts.
- The 6th grade teachers chose to target problem solving strategies for the family Math Night.
- This spring teachers were given the option to administer an end of the year math assessment.
- During the school year teachers administered the end of unit assessments. Teachers continue to use questions to guide student learning.

Root Causes

- Data reflecting student achievement on each unit in investigations and Connected Math was collected during the year but teachers did not have a formal mechanism for analyzing and discussing the results of the unit and end of the year assessments.
- ELL and Sped student achievement lags behind other groups of students because of the heavy emphasis on language and vocabulary in Investigations and Connected Math.
- Staffing for advanced math is another weakness of the math program for 6th-7th grade students. Currently we lack the capacity to provide Algebra for 7th and 8th grades.
- Building resources focused on literacy this year which meant that all support and intervention for struggling students had to occur at the classroom level.
- Teachers did not receive any support in providing enrichment or remedial support for students not making academic progress.

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Vital Sign Target – Mathematics: 84.9% of 3rd-7th grade students will meet/exceed math benchmarks as measured by the 2008 OSAT

Step 2: Design (*“Where do we want to go next”*)

- Identify the “vital few” research-based education strategies you will implement to address the root causes in Step 1
- List specific instructional practices tied to your education strategy
- Use enough detail that school staff, Area Directors and TOSAs know what to “look-for” in classrooms

- Weekly math lab for 1st-5th grades to follow up and enrich daily Investigations instruction for ELL, TAG, Gen. ED and Sped students
- 1st-7th grade teachers assess all students using the end of unit assessment and analyze results during the 90 minute professional development at least once a trimester
- 1st- 7th grade teachers will score a math work sample for all students at least once during the school year after math sample scoring training
- Evidence of math vocabulary will be visible in all classrooms and evidence of vocabulary instruction will be included in unit math plans for ELL, TAG, Gen. ED and Sped students

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Vital Sign Target – Mathematics: 84.9% of 3rd-7th grade students will meet/exceed math benchmarks as measured by the 2008 OSAT

Steps 3,4 & 5: Delivery, Development and Documentation (“How are we going to get there”)

- Create an implementation plan for the strategies you identified in Step 2. Begin with the first four columns. Fill out the milestones column throughout the year as you make progress towards your goals
- Be specific. Area Directors will ask for written clarification of vague/unclear responses.

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
<i>List <u>specific instructional practices</u> or actions tied to your education strategy. What will observers see in the classroom?</i>	<i>List names of participants for each initiative; '+' denotes leader(s)</i>	<i>List the specific skills, training and continuous learning necessary for successful implementation. Each activity listed should tie into the Professional Development Calendar.</i>	<i>Fidelity of Implementation: list approaches used by instructional leaders to monitor classroom practice (e.g., classroom walk-throughs, etc.)</i> <i>Desired Student Outcomes: list specific assessment assignments and other indicators of achievement.</i>	<i>Use this column to report major progress throughout the year. Use dates.</i>
<ul style="list-style-type: none"> • 60-90 minutes of imbedded professional development weekly • Assessment of student achievement in math each trimester 	<ul style="list-style-type: none"> • K-7 teachers • K-7 teachers 	<ul style="list-style-type: none"> • Math work sample scoring training • Analysis of end of unit math assessments each trimester 	<ul style="list-style-type: none"> • Math work sample scores that align with meeting/exceeding OSAT benchmarks and report card effort marks • Grade level agreement about what is successful student achievement in math • Track students who are not making progress • Intervention for struggling students 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Math vocabulary to be emphasized at each grade level 	<ul style="list-style-type: none"> • K-7 teachers 	<ul style="list-style-type: none"> • Identify grade level math vocabulary and select effective strategies for teaching, reinforcing and assessing the identified vocabulary 	<ul style="list-style-type: none"> • Vocabulary visible in the classroom on charts, identified in the daily and unit plans, and a grade level plan for assessing the acquisition of math vocabulary 	<ul style="list-style-type: none"> •

Vital Sign Target – Attendance: Attendance for 2006-07 is 94.5% and will increase to 95% in 2007-08

Step 1: Data (*“Where are we now?”*)

- Summarize highlights of your student data analysis; use multiple forms of assessment for your inquiry.
- Explicitly identify “root causes” of the current status based on your reflections on educational practice

Strengths

- The school wide attendance for 2006-07 is 94.5% which is a 1.4% decrease from the previous year. The attendance benchmark for AYP is 92% and the district mark is 95%.
- Irvington is 64% neighborhood and 26% transfer from other neighborhoods and from the greater metro area. The school serves a diverse group of families and students.
- 40.9% of Irvington families qualify for free or reduced meals for the 2nd time in six years.

Root Causes

- Attendance is affected by the number of families that travel to school by car and on public transportation. Tardiness is actually more of a problem than absenteeism.
- Each year teachers express concerns about the chronically late students who miss the first 20 to 30 minutes each day because of traffic or cars that malfunction. Teachers address the issue with families of the primary students and speak more directly to the older children. But all-in-all school attendance is the responsibility of the family while students are in elementary school.
- Another issue that arises because of the number of out of the area students is early pick ups in the afternoon or students not picked up for 30-45 minutes after school is out.
- Students are signed into the library by the teacher at 3:05 where they remain until signed out by a responsible adult. The Library Assistant is paid extended responsibility to supervise the students during late pick up.

Families have a variety of reasons for taking students out of school early or not picking them up promptly at the end of the day.

- Some parents have jobs in the suburbs or jobs that begin at 3:00. Others are picking up several students

from different schools with different ending times and occasionally parents complain that parking is limited on the streets around the school so they come early when parking is still available.

- The problem of early pick up has been addressed by the principal through reminders in the school newsletter and by teachers in conferences with parents and in classroom newsletters. We realize that school attendance is primarily a family issue that makes any solutions dependent on the school and the family working together.

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Vital Sign Target – Attendance: Attendance for 2006-07 is 94.5% and will increase to 95% in 2007-08

Step 2: Design (*“Where do we want to go next”*)

- Identify the “vital few” research-based education strategies you will implement to address the root causes in Step 1
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- Use enough detail that school staff, Area Directors and TOSAs know what to “look-for” in classrooms

We also believe that it is important for students to recognize that part of school success depends on consistent attendance, so as they move through the grades students will increasingly take more responsibility for getting to school on time and ready to work. The monthly attendance recognition assemblies will continue in 2007-08.

- Students who have perfect attendance or who have been absent or tardy once for the month will have their names read
- Students who have perfect attendance or who have been absent or tardy once during the year will receive a certificate signed by the principal and the classroom teacher
- The number of students by class with perfect or near perfect attendance will be included in the IN TOUCH school newsletter each month
- Attendance letters will be sent from the principal and the teacher to the families of chronically absent or tardy students each trimester

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Vital Sign Target – Attendance: Attendance for 2006-07 is 94.5% and will increase to 95% in 2007-08

Steps 3,4 & 5: Delivery, Development and Documentation (“How are we going to get there”)

- Create an implementation plan for the strategies you identified in Step 2. Begin with the first four columns. Fill out the milestones column throughout the year as you make progress towards your goals
- Be specific. Area Directors will ask for written clarification of vague/unclear responses.

Instructional Strategies / Practices	Persons Involved	Related Training/PD	Evidence of Effectiveness	Milestones (w/ dates)
<p>List <u>specific instructional practices</u> or actions tied to your education strategy. What will observers see in the classroom?</p>	<p>List names of participants for each initiative; ‘+’ denotes leader(s)</p>	<p>List the specific skills, training and continuous learning necessary for successful implementation. Each activity listed should tie into the Professional Development Calendar.</p>	<p><u>Fidelity of Implementation:</u> list approaches used by instructional leaders to monitor classroom practice (e.g., classroom walk-throughs, etc.)</p> <p><u>Desired Student Outcomes:</u> list specific assessment assignments and other indicators of achievement.</p>	<p>Use this column to report major progress throughout the year. Use dates.</p>
<ul style="list-style-type: none"> • Monthly attendance assembly for 1st- 7th grades 	<ul style="list-style-type: none"> • 1st-7th grade teacher and principal 	<ul style="list-style-type: none"> • None required 	<ul style="list-style-type: none"> • All students attend an assembly each month and the attendance information will be included in the IN TOUCH each month 	<p>October-June</p>
<ul style="list-style-type: none"> • Publish the attendance data in the IN TOUCH each month by class and notification of families with chronic absenteeism or tardiness 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • None required 	<ul style="list-style-type: none"> • School newsletter each month and letter to families 	<p>September-June</p>

School Improvement Plan (SIP)

Budget (Pilot for 2007-2008 Implementation)

- Consolidate your professional development and implementation activities for all your Action Sequences on a single calendar
- The calendar will help leaders determine whether the scope of the SIP is aligned with the school's capacity for change
- If activities are ongoing, please specify which meetings will be used and how frequently they occur
- If activities are finite, please specify how many sessions (or meetings) you need to accomplish your goals
- On-going PD support describes specific follow-up assistance to ensure that new practices take root in the classroom

Date/Times	Persons Involved	Topic/Focus/Purpose	Meeting Format / Frequency	On-going PD Support
8-28-07	K-7 staff	School Improvement Plan	Staff Meeting/Grade Level	Use of SIP in grade level planning
8-28-07	Writing Facilitator/3 rd -7 th teachers	Narrative Assignment training	Staff Meeting/Grade Level	Literacy Coach assistance for classroom teachers
8-30-07	K-7 staff	Adoption Orientation	Staff Meeting/Grade Level	Principal Walk- through
9-10-07 or 9-11-07	K-7 teachers	Determine PD calendar	60-90 minute Grade Level imbedded PD	PD calendar
M Or TU	K-7 teachers	PD selected from calendar	60-90 minutes in Grade Levels	Principal will monitor/notes submitted for PD
9-24-07	3-5 teachers/writing facilitator	Data Analysis and Decision Making	Grade Alike cluster Meeting	Use in building PD
10-25-07	3-7 teachers/writing facilitator	Personal Narrative scoring	Grade Level	Literacy Coach/Principal
11-26-07	3-7 teachers/writing facilitator	Rollout On Demand/expert topic method	Staff Meeting	Principal/Literacy Coach
12-10-07	3-7 teachers/writing facilitator	Character Analysis training	Grade Level	Literacy Coach assistance for classroom teachers
1-07-08	3-7 teachers/writing facilitator	Character Analysis scoring	Grade Level	Literacy Coach/Principal
1-07-08	3-7 teachers/writing facilitator	Expert Topic/On Demand topic	Staff Meeting	Literacy Coach/Principal
1-28-08	3-7 teachers/writing facilitator	Rollout persuasive	Staff Meeting	Literacy Coach assist teachers
2-25-08	3-5 teachers/writing facilitator	Data Analysis and Decision Making	Grade Alike Cluster Meeting	Use in building PD
3-31-08	3-7 teachers/writing facilitator	Persuasive scoring	Grade Level	Literacy Coach/Principal
3-31-08	3-7 teachers/writing facilitator	Rollout Informational Article	Staff Meeting	Literacy Coach/Principal
4-7-08	3-7 teachers/writing facilitator	Informational Article training	Grade Level	Literacy Coach assisting
4-28-08	3-7 teachers/writing facilitator	Data Analysis and Decision Making	Grade Alike Cluster Meeting	Use in building PD
6-2-08	3-7 teachers/writing facilitator	Informational scoring	Grade Level	Literacy Coach assisting

School Improvement Plan (SIP)

Budget (Pilot for 2007-2008 Implementation)

- The budget section is mandatory for schools not meeting AYP and recommended for others
- List the sources and uses of all discretionary school funds (e.g., flexible FTE, Title I, outside grants, etc.)
- Be specific about uses. e.g., Instead of stating 'school staff' or '1 FTE,' specifically state which FTE – for example, 1 Literacy Coach. Instead of stating 'professional development,' name the specific supports that the money will fund.

Sources and Uses of Discretionary School Funds

Source	Amount (\$ or FTE)	Restrictions
<i>Total (\$)</i>		

Use	Amount (\$ or FTE)	Description of Expenditures	Related SIP Goal
Licensed Salaries			
Classified Salaries			
Extended Hours			
Substitutes			
Fringe			
Purchased or Contracted Services			
Supplies/Materials			
Textbooks			
Technology			
Computer Software			
Conferences, Meetings, & Classes			
Out-of-Town Travel			
Parent Involvement			
Tutoring			
Grant Overhead			
<i>Total (\$)</i>			

School Improvement Plan (SIP) Compliance (Pilot for 2007-2008 implementation)

- The compliance section is mandatory for schools not meeting AYP and recommended for others
- Save time during compliance season by addressing these issues during your SIP process
- Attach supporting evidence for required artifacts (e.g., School-Parent Compact, Annual Assessment of Parent Involvement, etc.)
- For any 'No' answer, explain the plan to become compliant

Division 22

Does your school schedule meet the minimum hours of instruction required by the Oregon Department of Education?

- Grades 9-12 990 hours
- Grades 4-8 900 hours
- Grades 1-3 810 hours
- Half-day K 405 hours

I certify that the school meets the ODE requirement for minimum hours of instruction (mark with an X) []

Title I School Wide Program

Annual meeting is held for all parents for the purpose of explaining a) the school-wide program, b) parents' right to be involved, and c) the school's expectations of and needs of parents. [X] Yes [] No

Copy of School-Parent Compact and parental involvement policies distributed to parents. [X] Yes [] No

Strategies to increase parental involvement that are designed to increase student achievement. [X] Yes [] No

Annual assessment of parent involvement. [X] Yes [] No

Plan for assisting preschool children in the transition from early childhood programs to local elementary schools.
[] Yes [] No

Aides/paraprofessionals duties are aligned to the new law, which may only include a) providing instructional support services under the direct supervision of a teacher, b) assisting classroom management (in a school-wide setting only), c) providing computer lab assistance, d) conducting parental involvement activities, e) serving as a translator, or f) providing support in a library or media center. [X] Yes [] No

School Improvement Plan (SIP)

Compliance (Pilot for 2007-2008 implementation)

Title I-A (Schools not meeting AYP)

<p><u>Requirement #1: At least 10% of Title I-A Funds spent on Professional Development.</u> If not addressed above, comment on plans to meet the requirement:</p>	<p>Addressed Above []</p>
<p><u>Requirement #2: Provide notice to parents about school's identification as Title I-A School Improvement.</u> If not addressed above, comment on plans to meet the requirement:</p>	<p>Addressed Above []</p>
<p><u>Requirement #3: Describe strategies to promote effective parental involvement.</u> If not addressed above, comment on plans to meet the requirement:</p>	<p>Addressed Above []</p>
<p><u>Requirement #4: Incorporate a teacher mentoring program.</u> If not addressed above, comment on plans to meet the requirement:</p>	<p>Addressed Above []</p>
<p><u>Requirement #5: Incorporate Supplemental Education Services to students, where appropriate.</u> <i>(SES required for schools in Year 2 or 3 Title I-A School Improvement; schools in Year 1 should include plan for identifying providers)</i> If not addressed above, comment on plans to meet the requirement:</p>	<p>Addressed Above []</p>