

OAK HARBOR SCHOOL DISTRICT

A caring community educating every student for success

Olympic View Elementary School ~ School Improvement Plan 2008 - 2011

Update for 2008-2009 School Year

SIP Purpose

Develop a clear, focused plan for improving student learning that uses available district-supported initiatives and building resources to meet specific identified needs with your school and maximizes the effectiveness of selected district-supported initiatives to meet the needs of your students and teachers.

Section 1: Three Year Goals

Develop a three year goal for math, reading, and writing, as well as for one of the *Nine Characteristics of High Performing Schools*. It is recommended that you base reading and math goals on a comparison of three-year averages rather than improvement in a single grade level from year-to-year. For example, on the 4th grade math WASL, increase the 2009-11 three-year average by 10% passing over the 2006-08 three-year average.

Reading Goal: *Improve student knowledge and skills in reading* as measured by >10% increase in the number of students meeting the standard on the 4th grade Reading WASL based on a comparison of the 2006-08 three-year average with the 2009-11 three-year average.

2006-08 average: 73%

2009-11 target average: 83%

Writing Goal: *Improve student knowledge and skills in writing* as measured by >15% increase in the number of students meeting the standard on the 4th grade Writing WASL based on a comparison of the 2006-08 three-year average with the 2009-11 three-year average.

2006-08 average: 44%

2009-11 target average: 59%

Math Goal: *Improve student knowledge and skills in math* as measured by >10% increase in the number of students meeting the standard on the 4th grade Math WASL based on a comparison of the 2006-08 three-year average with the 2009-11 three-year average.

2006-08 average: 50%

2009-11 target average: 60%

Nine Characteristics or Other Goal: Increase teacher trust that all staff welcome new and innovative ideas and are willing to hold one another accountable for student learning as measured by a 20% increase in staff reporting “Almost always true” or “Often True” on the ““Readiness to Benefit” characteristic on the CEE survey.

Fall 2008 score: 62% reporting “Almost always true” or “Often True” on the ““Readiness to Benefit” characteristic on the CEE survey.

2009-11 target: 82% positive

Section 2: Data Review Highlights

Connecting goals and strategies with student data. Describe *one or two* trends (strengths and challenges) in WASL or other data sources that indicate a need to improve student performance in each goal area. Be sure to note significant strand data. The strategies listed in *Section 4* should address the needs identified in this section. Note: complete WASL data will be connected in a separate file generated by CEE.

Narrative Statement for Reading: 4th grade reading scores at OVE are consistently below the state average. Comparatively, literary text comprehension is an area of strength, while literary text analysis/interpretation is a growth area.

- Three-year average of 4th grade reading strands, margin above/below state average:
 - Literary text comprehension: -1.7%
 - Literary text analysis/interpretation: -9.0%
 - Information text comprehension: -3.0%
 - Information text analysis/interpretation: -5.7%

Narrative Statement for Writing: 4th grade writing scores at OVE are consistently below the state average. Comparatively, conventions is an area of strength, while content, organization, and style is area of significant need.

- Three-year average of 4th grade writing strands, margin above/below state average:
 - Content, organization, & style: -19.3%
 - Conventions: -3.3%

Narrative Statement for Math: 4th grade math scores at OVE are generally below the state average. However, geometric sense is a clear strength. While measurement and algebraic sense are the areas of greatest need.

- Three-year average of 4th grade math strands, margin above/below state average:
 - Number sense: -7.7%
 - Measurement: -14.0%
 - Geometric sense: +8.3%
 - Probability: -5.0%
 - Algebraic sense: -9.3%
 - Solve problems/reason logically: -6.0%
 - Communicates understanding: -1.0%
 - Makes connections: -5.0%

Narrative Statement for Nine Characteristics: The “Readiness to Benefit” characteristic on the CEE survey was not our lowest scoring area on the CEE survey, but with only 62% of our staff reporting “Almost always true” or “Often True” it was viewed as a foundational focus area. This area was also lower than comparison schools.

Section 3: Progress Report – Year 2 & 3 Only

Highlight any progress made in each of your goal areas from the prior year and assess the effectiveness of the key strategy or strategies employed.

Reading Goal

2008-09 Strategy/Strategies	EVIDENCE OF PROGRESS & IMPACT
1.	•

Writing Goal

2008-09 Strategy/Strategies	EVIDENCE OF PROGRESS & IMPACT
1.	•

Math Goal

2008-09 Strategy/Strategies	EVIDENCE OF PROGRESS & IMPACT
1.	•

Nine Characteristics Goal

2008-09 Strategy/Strategies	EVIDENCE OF PROGRESS & IMPACT
1.	•

Section 4: Action Plan

Based on your data, in each goal area, mark which district-supported initiative(s) is best leveraged to support that goal at the building level. Then describe a strategy you will use to differentiate the implementation of that district-supported initiative at the building level. For example, for the implementation of Storytown, you may want to have flexible grouping in place for all grade levels by the end of the school year. DO NOT list one for every district-supported initiative, use only the highest leverage ones for your school.

Reading Goal: *Improve student knowledge and skills in reading* as measured by >10% increase in the number of students meeting the standard on the Reading WASL based on a comparison of the 2006-08 three-year average with the 2009-11 three-year average.

District-Supported Initiatives:

- Storytown Reading Adoption
- Powerful Teaching & Learning
- Teachers Teaching with Technology
- Other: DIBELS

Strategy to leverage selected district-support initiative(s) to support your school's reading goal:

1. Teach analysis/interpretation of both literary and informational texts using Storytown focus/comprehension skills, Stephanie Harvey and/or Linda Hoyt comprehension strategies.
2. Increase fluency in reading of both literary and information texts through small group guided practice.

Monitoring tools (CEE Survey, HSTW/MMGW Survey, WASL, CBA's, NAEP, DIBELS, ACT, SAT, GPA's, etc):

- Comprehension section scores on theme tests
- DIBELS data
- WASL

Target Implementation and Completion Dates:

- Sept. 2008-June 2009 for Comprehension strategies and small group guided practice
- DIBELS data in September, January, and June

Math Goal: *Improve student knowledge and skills in math* as measured by >10% increase in the number of students meeting the standard on the Math WASL based on a comparison of the 2006-08 three-year average with the 2009-11 three-year average.

District-Supported Initiatives:

- Math & Science Leadership Team
- Math & Science Coaching
- Teachers Teaching with Technology
Powerful Teaching & Learning
- Other: New math standards; CBA's

Strategy to leverage selected district-support initiative(s) to support your school's math goal:

1. Identify and teach key vocabulary to be used in measurement and number sense strands.
2. Use measurement vocabulary, tools, and units authentically in other content areas (science, art, music, PE).

Monitoring tools (CEE Survey, HSTW/MMGW Survey, WASL, CBA's, NAEP, DIBELS, ACT, SAT, GPA's, etc):

- WASL 2009
- Measurement CBA
- Observation documentation for authentic use of vocabulary

Target Implementation and Completion Dates:

- January-June 2009
- Spring 2009 Measurement CBA

<p>Writing Goal: <i>Improve student knowledge and skills in writing</i> as measured by >10% increase in the number of students meeting the standard on the Writing WASL based on a comparison of the 2006-08 three-year average with the 2009-11 three-year average.</p>	<p>District-Supported Initiatives:</p> <input checked="" type="checkbox"/> Storytown Reading Adoption <input type="checkbox"/> Powerful Teaching & Learning <input type="checkbox"/> Teachers Teaching with Technology <input type="checkbox"/> Other: _____
<p>Strategy to leverage selected district-support initiative(s) to support your school's writing goal:</p> <ol style="list-style-type: none"> 1. Review six traits of writing, model, and practice using Storytown and teacher selected prompts 2. Use six traits of writing skills in different contexts – daily journals, social studies, science, book reports, problem solving, etc. 	
<p>Monitoring tools (CEE Survey, HSTW/MMGW Survey, WASL, CBA's, NAEP, DIBELS, ACT, SAT, GPA's, etc):</p> <ul style="list-style-type: none"> ▪ WASL 2009 data ▪ Grade-level selected writing prompts at end of 2nd and 3rd quarters 	
<p>Target Implementation and Completion Dates: Sept. 2008-June 2009</p>	

<p>Nine Characteristics Goal: Increase teacher expectations for students as measured by a 20% increase in staff reporting “Almost always true” or “Often True” on the “High Standards and Expectations” characteristic on the CEE survey.</p>	<p>District-Supported Initiatives:</p> <input checked="" type="checkbox"/> Teachers Teaching with Technology <input checked="" type="checkbox"/> Powerful Teaching & Learning <input type="checkbox"/> Math & Science Leadership Team <input checked="" type="checkbox"/> Storytown Reading Adoption <input type="checkbox"/> Math & Science Coaching <input type="checkbox"/> Other: _____
<p>Strategy to leverage selected district-support initiative(s) to support your school's <i>Nine Characteristics</i> goal:</p> <ol style="list-style-type: none"> 1. Support teachers in all levels of T3 implementation. 2. Increase knowledge and use of PTL practices. 3. Increase teacher common level of high expectations through staff meeting and job-alike conversations about StoryTown implementation, especially implementation of small group practices. 	
<p>Monitoring tools (CEE Survey, HSTW/MMGW Survey, WASL, CBA's, NAEP, DIBELS, ACT, SAT, GPA's, etc):</p> <ul style="list-style-type: none"> ▪ CEE 2009 ▪ Plus/Delta from staff meetings ▪ Walk-through documentation of use of instructional technology in second half of year 	
<p>Target Implementation and Completion Dates:</p> <ul style="list-style-type: none"> ▪ Sept. 2008-June 2009 for T3 and PTL implementation ▪ January – June for monitoring technology ▪ Sept. 2008-June 2009 for staff meeting conversations 	

Section 5: District-Supported Initiatives

This section defines the district-supported initiatives from Section 4. While HSTW/MMGW is primarily a secondary level initiative and Storytown is an elementary initiative, all initiatives listed have system-wide support and are designed to improve student achievement in schools at all levels.

High Schools That Work (HSTW) and Making Middle Grades Work (MMGW): These initiatives are helping to create a culture of high expectations and continuous improvement in high school and the middle grades founded on academic rigor, effort-based achievement, and student motivation. *HSTW/MMGW* school improvement design provides a framework of Goals, Key Practices and Key Conditions for accelerating learning and setting higher standards in all content areas. These programs recommend research-based practices for schools to improve academic and career/technical (and exploratory) instruction and student achievement. *HSTW/MMGW* research has shown that sustained school improvement and student achievement occur when state, district, school and teacher leaders work together to take ownership and adopt the *HSTW/MMGW* designs for the specific needs of individual high and middle grade schools.

Powerful Teaching & Learning (PTL): Improvements in math and reading instruction must be built on improvements in instructional practice. Based on the research of the BERC Group, use of the STAR Protocol and related instructional practices has shown a positive relationship with increased student achievement. PTL provides participants with the tools and knowledge to align instruction with research-based best practices that work for all students—across all content areas. By providing sustainable, research-based teaching strategies for differentiating instruction, PTL helps classroom teachers meet the diverse needs of today’s learners. PTL focuses on strategies for increasing student participation and engagement and helps teachers develop and nurture a classroom culture of curiosity and enthusiasm. Teachers work with colleagues to reflect, discuss, and deepen awareness of Powerful Teaching and Learning. They create personal plans of action to meet self-selected goals and work together to seek new knowledge and apply new skills as they participate in the program.

Teachers Teaching with Technology (T3): The T3 program is based on a foundation of research suggesting that effective use of instructional technology can lead to increased math & reading achievement by accommodating a wider range of learning styles; increasing opportunities for differentiated instruction; promoting higher-order thinking skills; improving student data tracking and analysis; and providing an information-rich learning environment. Research also suggests that, to be effective technology must be used to promote new learning goals and teaching strategies that are student-centered, collaborative, engaging, authentic, and self-directed. T3 is based on these principles and is designed to provide tools and training in an individualized manner based on teacher readiness.

Curriculum Review and Needs Assessment (CRNA): Curriculum alignment and fidelity of implementation are research-based keys to improved student learning. The focus of this effort is to continue to implement a comprehensive review of OHSD’s K-12 curriculum. Emphasis will be ascertaining the fidelity of implementation, condition, and alignment of adopted or *written* curricula; the *taught* curricula, including effective supplemental materials to fill gaps; and the *tested* curricula to assess student progress. In partnership with HSTW/MMGW, CRNA results will help us develop more seamless transitions as students move from teacher to teacher and school to school and provide more equitable learning opportunities for all students at all schools.

StoryTown Reading Adoption: StoryTown provides a balanced approach to literacy that supports the development of phonemic awareness and phonics along with improved comprehension and critical thinking skills. This is accomplished through a mix of instructional methodologies including whole group, flexible group, student-selected (centers), and strategic and intensive interventions. In conjunction with StoryTown we have added the use of DIBELS (Dynamic Indicator of Basic Early Literacy Skill), a norm-referenced assessment to provide appropriate instruction to meet student needs and measure the effective of the program and its interventions. The program helps integrate and align services from Special Education, Title I, and LAP to provide better systemic support for students with specific learning needs.

Secondary (6-12) Language Arts Adoption: The goal is to complete this process by the end of the year and recommend to the School Board new research-based materials that will address the learning needs of our students as identified by a variety of data sources. As with the elementary adoption, materials will be selected to address the learning needs of all students including the highly capable and those with learning disabilities.

Math & Science Leadership Team (MSLT): This is a team of math and science teacher leaders that have already begun the work of increasing alignment, raising standards, and working collaboratively to build systematic connections between math and science instruction at the secondary level. This effort is funded by targeted professional development dollars provided by the state to support the implementation of the new standards and increase the basic content knowledge of teachers in science and math.

Math & Science Coaching: Our two math coaches (elementary and secondary) and new science coach will provide embedded professional development through modeling, observation, team-teaching, collaborative planning, and training to support teachers in the implementation of new standards, curriculum alignment, use of assessment data, and effective teaching strategies. Special attention is given to differentiated instruction in order to better serve our struggle learners and special education students along with our highly capable learners. These efforts will also be supported by our professional development coach and gifted & talented program coach.

Secondary Math Adoption: This effort will continue this year as the CRT reconvenes and works collaboratively with the staff, school board, and community to select new materials that will support our local needs while addressing new state and national standards. Connected to this effort will be a review of the new Algebra II/Integrated III graduation requirement issued by the state beginning with next year's freshmen. A main focus will be the development of appropriate "math electives" that will meet the requirements for students with parents who chose not to have them take Algebra II/Integrated III.