

Sweet Home School District

School Improvement Plan

Sweet Home School 2015-2016

<u>District Vision Statement</u> <i>Make 100% Happen?</i>	
<u>Guiding Principal</u> <i>Rigor Relevance and Relationships</i>	<u>District Mission Statement</u> We provide a safe and caring learning community where individuals have the opportunity to discover the knowledge and skills necessary to reach their full potential in a changing world.
<u>District Core Values</u> <i>Safe and Orderly Schools?</i> <i>Data-Driven Decisions?</i> <i>Learning For All?</i> <i>Teamwork Collaboration?</i> <i>Visionary Leadership?</i>	<u>District Goals</u> 1.) <i>Meet or exceed the Achievement Compact Targets (see page 4)?</i> 2.) <i>Enhance professional practice?</i> 3.) <i>Develop and maintain high quality staff?</i> 4.) <i>Operate with fiscal integrity, efficiency, and effectiveness?</i> 5.) <i>Increase family and community support?</i>

Section 1: School Improvement Goals

Goal 1:	Reduce the number of chronically absent students this year.
Goal 2:	Increase the number of economically disadvantaged students in the green zone based on Math CBM performance.
Goal 3:	Continue implementation of Middle School OR RTI ² Grant.

*For each School Improvement Plan (SIP) goal, complete the “Goal Detail” on the following pages

Copy this page and complete for each SIP goal

SIP Goal Detail

SIP Goal # 1 of 3

1.) State the goal. (use SMART format- Specific, Measurable, Achievable, Results-oriented, Target date).

The number of 7th and 8th grade students who meet the state's criteria of being "chronically absent" will be reduced from 24.1% to 20% by the end of the 2014-15 school year.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

Validation notes from 2013-14 School Report Card. 75.9% of 7th and 8th grade students had attended school 90% or more last year. In 2012-13, 75% of 7th and 8th grade students had attended school 90% or more.

Average yearly attendance in 2013-2014 was 93.09%; average yearly attendance in 2014-2015 was 92.43%.

3.) Identify the correlation of the stated school improvement goal to the strategic plan.

Check all that apply:

District Goals

- Meet or exceed Achievement Compact Learning targets (See page 4)
- Enhance professional practice
- Develop and maintain high quality staff
- Operate with fiscal integrity, efficiency, and effectiveness.
- Increase family and community support

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

This goal will be monitored monthly by the PBIS team. The evidence of goal attainment will be the figure printed on the school report card for 2014-15.

Copy this page and complete for each SIP goal

Action Plan

SIP Goal # 1 of 3 (State Goal):				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<p>Activity #1 of 2: Red-zone students will be identified as red zone attendance students within the first month of school. These students will be set up with a mentor (student's choice). Mentors (teachers, assistants, administrators,) will partner up with these students and work to improve attendance. Mentors will be allotted funds to help motivate students. Additionally, mentors will check in with parents and students on a weekly basis.</p>	<p>Following the RTI/PBIS model, red zone students need personalized accommodations to help them become successful. Students will have personalized goals, meetings, and incentives to help them improve their attendance.</p>	<p>Improved attendance for Red Zone Students.</p>	<p>SHJH PBIS team is requesting \$500 to use directly towards improving school wide attendance.</p>	<p>Entire year</p>
<p>Professional Development: <i>Staff training</i></p>				
<p>Activity #2 of 2: Yellow Zone- Students with perfect attendance each week will receive perfect attendance tickets. These tickets will be put into a weekly drawing bucket where students can receive small prizes. All losing tickets each week will be put into a bi-annual drawing. These prizes will be large (tablets, gaming systems, shopping sprees, etc.).</p>	<p>Following the RTI/PBIS model, yellow zone students hopefully just need a little nudge to get them going in the right direction. Students will be motivated to improve attendance in order to win tickets and win prizes.</p>	<p>Improved attendance for Yellow Zone students.</p>	<p>SHJH PBIS team is requesting \$500 to use directly towards improving school wide attendance.</p>	<p>Entire Year</p>

Professional Development: Staff training				
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SIP Goal Detail

SIP Goal # 2 of 3

1.) State the goal. (use SMART format- Specific, Measurable, Achievable, Results-oriented, Target date).

The number of economically disadvantaged 8th grade math students in the “yellow” zone will be less than 20%, “red” zone less than 5% by the end of the school year.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

**Free and Reduced Lunch Report: 111 students in the 8th grade (65% of class).
Math PLC Data on student performance on Fall CBM.**

3.) Identify the correlation of the stated school improvement goal to the strategic plan.

Check all that apply:

District Goals

- Meet or exceed Achievement Compact Learning targets (See page 4)
- Enhance professional practice
- Develop and maintain high quality staff
- Operate with fiscal integrity, efficiency, and effectiveness.
- Increase family and community support

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

On the local CBM taken 3x a year, fall green zone score ≥ 13 ; winter green zone score ≥ 16 ; spring green zone score ≥ 19 . Evidence will be the student scores on the local CBM.

Copy this page and complete for each SIP goal

Action Plan

SIP Goal # 2 of 3 (State Goal):				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
Activity #1 of 2: Professional development in strategies of math support <ul style="list-style-type: none"> • SMC • RTI 	<p>In order to be sure we are helping students close the achievement gap, additional training is needed in instructional strategies to teach students who are below grade level/benchmark in math.</p> <p>Additional training on learning strategies for students from poverty would be helpful as well.</p>	Workshop PDU	Title-IIA SHEA	2015-2016
Professional Development: <i>Staff training</i>				
Activity #2 of 2: Work with office and SPED teachers to develop tier 3 Math Support Class	<p>Students have no opportunity to receive additional interventions outside of Math Support (tier 2).</p> <p>Moving students from tier 2 to tier 3 provides more intensive interventions; intensity is defined as smaller group size or individual instruction.</p>	CBM data: by June 2015, red zone students will show increase of 5% or better on Math CBM	n/a	Protocols completed by the end of 2014-2015

Professional Development:				
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SIP Goal Detail

SIP Goal # 3 of 3

1.) State the goal. (use SMART format- Specific, Measurable, Achievable, Results-oriented, Target date).

This year we will continue to implement school-wide RTI² protocols as part of our Middle School Cohort Oregon RTI grant.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

We've been trying (with mixed results) to pattern the RTI system used at the elementary level at the JH since 2011 – the intended purpose was to improve student outcomes by identifying students at risk and providing additional classroom support for these students. Last year, a district wide analysis of student performance data (as part of SPRI) identified areas of improvement in math and reading, with specific focus on 8th grade reading. According to the report, “it is clear that the ups and downs of the total population continued to be mirrored by the SWD population....This leads to the conclusion that if high quality core instruction is missing for all students, it will impact the performance of students with disabilities. A recommendation is to continue our focus on strengthening our core curriculum in ELA at both the elementary and middle levels.” These findings are mirrored by the state’s analysis of our students’ performance – an analysis printed on this year’s school report card.

3.) Identify the correlation of the stated school improvement goal to the strategic plan.

Check all that apply:

District Goals

- Meet or exceed Achievement Compact Learning targets (See page 4)
- Enhance professional practice
- Develop and maintain high quality staff
- Operate with fiscal integrity, efficiency, and effectiveness.
- Increase family and community support

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

This goal will be measured by an ongoing checklist of yearly “deliverables” supervised by our RTI Coach, Sally Helton and JH Site Council. Evidence of goal attainment will be the establishment and function of school-wide early warning systems by the end of year 3. Our growth as a staff will be assessed each year with a survey/DIET.

Copy this page and complete for each SIP goal

Action Plan

<p>SIP Goal # 3 of 3 (State Goal): <i>This year we will create a mainstream model for all 8th grade students receiving ELA instruction in the Resource Room; next year, these students will receive core ELA instruction with their peers in the mainstream ELA classroom and ELA support services in the Resource Room.</i></p>				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<p>Activity #1 of 2:</p> <p>TRAINING</p> <ul style="list-style-type: none"> • 8th grade ELA teachers will need training on best practices to support SWD in the mainstream ELA classroom. • 8th grade ELA teachers will need training on how to work with IA's to support SWD in the mainstream ELA classroom 	<p>Tornillo (1994), president of the Florida Education Association United, is concerned that inclusion, as it all too frequently is being implemented, leaves classroom teachers without the resources, training, and other supports necessary to teach students with disabilities in their classrooms.</p> <p>While 8th grade ELA teachers are used to teaching students with a wide-range of abilities, as Tomillo notes, teachers will need additional training in order to serve SWD.</p>	<p>Evidence, PDU certificates from training events.</p>	<p>SHEA Workshop Funds</p> <p>Title II-A</p>	<p>Research workshops – Winter 2015</p> <p>Attend workshops - Summer 2015</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> • Sheltered Instruction Observation Protocol (SIOP) 	<p>The SIOP Model* is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.</p>	<p>SWD are similar to ELL students in their need for scaffolded instruction. The SIOP model would provide teachers with training to benefit all learners.</p>	<p>SHEA Workshop Funds</p> <p>Title II-A</p>	

<p>Activity #2 of 2:</p> <p>BUDGET & SCHEDULING</p> <ul style="list-style-type: none"> • Create decision making rules for placement in mainstream ELA classroom • Determine sections needed for 8th grade ELA in 2015-16 • Review IA schedule to determine placement for next year • Review SPED Allocation to determine additional IA staffing needs 	<p>Tornillo (1994), president of the Florida Education Association United, is concerned that inclusion, as it all too frequently is being implemented, leaves classroom teachers without the resources, training, and other supports necessary to teach students with disabilities in their classrooms.</p> <p>It is imperative that JH teachers are not set up for failure, by focusing on budget and scheduling this year, we can ensure the teachers will have the support necessary to help all students succeed.</p>	<p>Evidence, decision rules established by SPED and ELA teachers</p> <p>Evidence, 2015-16 Master Scheduling worksheets</p> <p>Evidence, 2015-16 request to Elena Barton for increased funds</p>	<p>SHJH: 100.2410 IDEA</p>	<p>Decision Rules – Winter 2015</p> <p>Complete Master Schedule – April 2015</p> <p>8th grade transition meetings – June 2015</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> • Master Schedule Training 	<p>Pearson’s Master Schedule Building Workshop is expressly designed to impart attendees with a universal skill set – based on the use of highly accurate data and systematic, manual construction methods – that is fully applicable to any school or district’s specific scheduling software program. Our hands-on approach ensures that attendees gain a reliable and flexible skill.</p>	<p>PDU Certificates from training event</p>	<p>SHJH: 100.2410.</p>	<p>December 2014</p>

ACHIEVEMENT COMPACT LEARNING TARGETS

Target I – 3rd grade Reading Proficiency

75% of all third grade student will meet or exceed benchmark in reading. 72% of disadvantaged students will meet or exceed benchmark in reading.

Target II - 5th Grade Math Proficiency

75% of all 5th grade students will meet or exceed benchmark in mathematics. 69% of economically disadvantaged will meet or exceed benchmark in mathematics.

Target III - 6th Grade Not Chronically Absent

85% of all 6th grade students will not be chronically absent. 85% of economically disadvantaged students will not be chronically absent.

Target IV – 8th Grade Math Proficiency

80% of all 8th grade students will meet or exceed benchmark in mathematics. 77% of economically disadvantaged students will meet or exceed the benchmark in mathematics.

Target V - 9th Grade Credits Earned

75% of all 9th grade students will earn at least six credits by the end of their freshman year. 70% economically disadvantaged students will earn at least six credits.

Target VI. - 9th Grade Not Chronically Absent

80% of all 9th grade students will not be chronically absent. 80% of economically disadvantaged students will not be chronically absent.