

Portland Public Schools  
School Improvement Plan (SIP)

“GETTING RESULTS!”

**Academic Year: 2007-2009**

**School** Maplewood

**Principal** John Blanck

**Phone:** (503) 916 - 6308      **Fax:** (503) 916 -2654

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revised 9/23/2008

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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>
Site Council for 07-08:	
Beth Hawes	T
Renay Schaeffer	T
Cass Lang	T
Marianne McClenaghan	T
Elin Kordahl	S
Liberty Looney	T
Darryn Sikora	P
Lisa Sloan	P
Laura Shier	P
Bryan Conkle (08-09)	P
John Blanck	A

**SIP Meetings**

<i>Date/Time</i>	<i>Location</i>	<i>Purpose / Outcome(s)</i>
10/9/07	Maplewood	Assessment Overview
2/20/08		Review of SIP Summary
4/10/08		Draft SIP Review
5/08/08		Site Council Approval
9/23/08		Reviewed update

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

# School Improvement Plan (SIP)

## DATA COLLECTION

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

[X]	Academic Achievement	[X]	School Participation	[X]	School Climate
x	Standards-Based Report Cards	x	Demographics	X	Student Referrals
	Course Grades	x	Special Populations *	X	Suspensions and Expulsions
X	Anchor Assignments	x	Student Attendance		Student Success Team Meetings
	Unit Tests		Staff Attendance		Satisfaction Surveys
x	Student Work Samples	X	Parent Involvement	X	Character Ed Survey Results
x	Oregon State Tests (OAKS)	X	Student Capture Rate		
x	TESA Cohort Analysis	X	Participation Arts & Activities		
	Literacy Framework Templates		Drop-out Rates		
	Degree of Reading Power (DRP)	X	Volunteer Rate		
x	Develop. Reading Assess. (DRA)				
	Promotion/Retention	[X]	<b>No Child Left Behind</b>	[X]	<b>Other</b>
	AP Exam Results/Participation	x	Adequate Yearly Progress		Idea Proficiency Test (IPT)
	IB Results/Participation	X	Highly-Qualified Teachers	X	ELPA
	SAT/ACT Results/Participation		Supplemental Education Services		
	Graduation Rates				
	On-Track to Graduation Rates				
x	State Report Card				
	MS students earning HS credit				
	Rate meeting OUS admission criteria				
	CIM/CAM Completion				
	Participation Adv Math (Post-Alg II)				
	K-2 Literacy Assessments				
	ODE Writing Scores (4 <sup>th</sup> Grade)				

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

# School Improvement Plan (SIP)

## HIGHLIGHTS OF YOUR SCHOOL IMPROVEMENT PLAN

- - Continuation of Mathematics Strategies used in prior School Improvement Plans, including emphasis on parent information and involvement.
  - Continuation of Early Literacy Initiative and Kid-Writing at grades K-2; initiate Writing as per Phase 2 training and in Core Curriculum
  - Continued emphasis on the essential strategies for comprehensive literacy instruction in reading.
  - Maintain our high percentage of attendance
  - Continue Reading Instruction using new curriculum adoption.

# School Improvement Plan (SIP)

## MISSION & VISION STATEMENT

The Maplewood School Community  
Teaches and Challenges the Whole Child  
to Achieve  
Social, Emotional,  
Intellectual, Physical  
and  
Creative Potential  
in a  
Secure Environment of  
Mutual Respect, Cooperation,  
Trust, Support,  
and Commitment

# School Improvement Plan (SIP)

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

**Vital Sign Target – Reading:** That 100% of our students will make at least average yearly growth for themselves in reading, and that 90% of our students will score as meeting or exceeding in reading.

### Step 1: Data (*“Where are we now?”*)

(For reference, in a school with grades our size, having just one student in each classroom changing testing categories results in a difference of 4 percentage points.) In looking at our test scores over the last 6 years, our TESA Scores for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders showed that we typically show between 80 and 96% of our third through 5<sup>th</sup> graders meeting or exceeding benchmarks, and a large number of students scoring in the “nearly meets” category. Overall, our Reading percentages from the Spring of 2007 showed an increase to 91.5% levels for 3<sup>rd</sup> through 5<sup>th</sup> grade overall. For the last three spring testing summaries, our scores have steadily increased across almost all grades and students, with the current cohort group of 5<sup>th</sup> graders showing a consistent trend of scoring lower than other “generations”. They have made growth over the last 3 years in Math, but continued to have difficulty moving from 80% in reading.

When looking across all grades at our teacher judgments of Reading as shown in report cards this year, we show that students are rated by their teachers to increase in meeting benchmarks as the grades increase, with consistently high percentages in third grade.

We would like to look at each individual student to look for improvement in their reading; for students in the primary grades, we will look at DRA scores, and Report Card judgments of teachers, and for students in the intermediate grades, will look at scores on TESA scores.

Our analysis tends to show that the students who do not meet the benchmarks are typically students in Special Education or who are English Language Learners.

# School Improvement Plan (SIP)

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

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**Vital Sign Target – Reading:** That 100% of our students will make at least average yearly growth for themselves in reading, and that 90% of our students will score as meeting or exceeding in reading.

### Step 2: Design

Kindergarten and First Grades: Consistency in implementation of core approaches of Language Development, Word Study, Read Alouds, Guided Practice/Shared Reading, and Differentiated Small Group Reading Instruction.

The focus will be on early reading, as research shows that reading skills before third grade are the best predictor for school literacy success.

The focus for our ELL students will be to provide explicit English Language Instruction, to provide the language basis for reading.

# School Improvement Plan (SIP)

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

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**Vital Sign Target – Reading:** That 100% of our students will make at least average yearly growth for themselves in reading, and that 90% of our students will score as meeting or exceeding in reading.

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

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>Fidelity of Implementation: list approaches used by instructional leaders to monitor classroom practice (e.g., classroom walk-throughs, etc.)</i></p> <p><i>Desired Student Outcomes: 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>
<p>Guided Reading/Small Group Teacher deliberately and explicitly provides guided practice for small group of learners reading words (with automaticity) building vocabulary, reading with fluency, using comprehension strategies with test at student’s instructional level.</p>	<ul style="list-style-type: none"> <li>• Primary Teachers</li> <li>• ESL Teacher</li> <li>• Library/Computer Specialist</li> </ul>	<ol style="list-style-type: none"> <li>1.) Reading Street Materials Pro. Dev.</li> <li>2.) Reading Literacy Strategy Sharing</li> <li>3.) K-1 Early Reading Initiative Training</li> </ol>	<ul style="list-style-type: none"> <li>• Walkthroughs- grouping of students &amp; Interactive Readalouds</li> <li>• Review of DRA Scores x3/year</li> <li>• Curriculum Unit Assessments</li> <li>• Teacher Report Card Marks</li> <li>• Outcomes desired: at min 1 yr. growth in 1 yr time</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be added during the year</li> </ul>
<p>Shared Reading Teacher deliberately and explicitly provide guided practice for the whole class, reading words (decoding and high frequency) building vocabulary, reading with fluency and using comprehension strategies to understand text; Learners read along with the teacher with individual copy of text (poetry, short story, article, short piece of non-fiction, message). Lesson is defined by 1 or 2 specific teaching points</p>	<ul style="list-style-type: none"> <li>• All</li> <li>• ESL Teacher</li> </ul>	<ol style="list-style-type: none"> <li>4.) Reading Street Materials Pro. Dev.</li> <li>5.) Reading Literacy Strategy Sharing</li> <li>6.) K-1 Early Reading Initiative Training</li> </ol>	<ul style="list-style-type: none"> <li>▪ Students will be observed as they read aloud along with teachers and tutors</li> <li>▪ Teacher Report Card Marks</li> <li>▪ Outcomes desired: at min 1 yr. growth in 1 yr time</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

# School Improvement Plan (SIP)

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

<p>Independent Reading Teacher provides time for learners to have independent practice reading words, building vocabulary, reading with fluency, using comprehension strategies to understand text through self-selected books or leveled readers that support independent reading (usually 1-2 levels below student's instructional level). Enter Lessons are meaningful and engaging, reflect diversity of learners, manageable, aligned with district goals and objectives; hold learners accountable.</p>	<ul style="list-style-type: none"> <li>• All Teachers, including Music, Computer Specialist</li> <li>• ESL Teacher</li> <li>• Reading Friends</li> </ul>	<p>7.) Reading Street Materials Pro. Dev. 8.) Reading Literacy Strategy Sharing 9.) K-1 Early Reading Initiative Training</p>	<ul style="list-style-type: none"> <li>• Walkthroughs will reveal students spending daily time reading</li> <li>• Leveled Library books recorded and compared to their DRA reading levels or to their OAKS Scores</li> <li>• K-2<sup>nd</sup> Grades report Phonemic Awareness and DRA scores on spreadsheets</li> <li>• Teacher Report Card Marks</li> <li>• Outcomes desired: at min 1 yr. growth in 1 yr time</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
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# School Improvement Plan (SIP)

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

• **Vital Sign Target – Writing** : Maplewood’s targets provided by Research & Evaluation – see attached target sheet.

Target	04-05	05-06	06-07	07-08	08-09	09-10
Writing Target		52.5	68.1	89.0	89.5	90.0
Writing Actual	43.1	57.0	88.5			

### Step 1: Data

Recent writing scored by State of Oregon showed an huge increase to our 4<sup>th</sup> grade scores; 88% of them met or exceeded benchmarks. Our report card results on academic progress the prior year showed the following percentages of students who were rated at exceeds or meets expectations: First grade 68%, 2<sup>nd</sup> grade 80%, 3<sup>rd</sup> grade 89%, 4<sup>th</sup> grade 84%, 5<sup>th</sup> grade 63%, and total school 75%. In the spring of 2006, the 4<sup>th</sup> graders had their state Writing Samples scored, and only 57% were rated as exceeding or meeting benchmarks, which was a significant increase from the previous year’s 43 %.

During the last 6 years, we have noted that very little staff development time has been spent on the specific subject of writing, and how our curriculum in Maplewood progresses from grade level to grade level. Relatively brief professional development in KidWriting and Qualities of Writing as well as curriculum mapping were well received, and appear to have made significant improvement.

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Writing Actual	43.1	57.0	88.5			

- **Step 2: Design**

- Curriculum Mapping – to have our staff review each grade level’s expectations and strategies
- Kid-Writing for K-2 with its components of Writer Workshop, Daily Journal Writing, and Mini-Lessons for direct, whole class writing instruction.
- Creative Writing and Publication for advanced or TAG writers.
- Phase 2 Writing Strategies and common assignments as presented in next year’s professional development.

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

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><u>Fidelity of Implementation</u>: list approaches used by instructional leaders to monitor classroom practice (e.g., classroom walk-throughs, etc.)</i>  <i><u>Desired Student Outcomes</u>: list specific assessment assignments and other indicators of achievement.</i>	<i>Use this column to report major progress throughout the year. Use dates.</i>

# School Improvement Plan (SIP)

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

<p><b>Kid Writing</b></p> <ul style="list-style-type: none"> <li>Teacher models the process of sounding out words and using known letter-sound relationships</li> <li>Teacher models use of ‘magic line’ as a strategy to keep going when writing</li> <li>Teacher encourages students to help one another with spelling</li> <li>Teacher writes child’s story using conventional writing at bottom of page</li> <li>Teacher models rereading adult writing of child’s story</li> <li>Teacher provides opportunities for students to ask questions and share work</li> <li>Published student work is evident in the classroom</li> <li>Teachers provide additional small group writing instruction when needed</li> </ul>	<p>K-2 Teachers</p>	<ul style="list-style-type: none"> <li>Kid Writing Workshops</li> <li>Grade Level and Team Meetings to Talk about Student work</li> </ul>	<ul style="list-style-type: none"> <li>Walkthroughs by Principal to look for teacher modeling, number of students showing “magic line” in writing, examples of student work posted in classroom</li> <li>Teacher Report Card Marks</li> <li>Outcomes desired: at min 1 yr. growth in 1 yr time</li> </ul>	
<p><b>Curriculum Mapping</b></p> <ul style="list-style-type: none"> <li>Teachers will meet and present their grade level expectations for benchmarks and major features of their writing program.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers and Principal</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Meetings at Building level to present their essential strategies</li> <li>Begin moving to Phase 2 District Writing by examining texts by Portalupe and Fletcher and Calkins and Houston</li> </ul>	<ul style="list-style-type: none"> <li>Posted listing and examples of benchmark level work at that grade level</li> </ul>	<p>Done 07-08</p>
<p><b>Creative Writing and Publishing</b></p> <p>To engage our motivated and/or TAG writers, will conduct classes for them related to writing, editing, and selection of writing from others. End result to be published in a school-wide publication “Maplewood Variety”</p>	<ul style="list-style-type: none"> <li>Creative Writing Teacher with consultation and scheduling from 5<sup>th</sup> grade teachers</li> </ul>	<p>10.)None</p>	<ul style="list-style-type: none"> <li>Observing the creative writing class; aim for at least 12 student editors</li> <li>Written publication of “Variety”</li> <li>Teacher Report Card Marks</li> <li>Published Student Writing anthologies by end of year</li> </ul>	<p>Publication &amp; observations were done 07-08; will continue</p>

# School Improvement Plan (SIP)

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

<p><b>Common Writing Assignments</b> All 3<sup>rd</sup> through 5<sup>th</sup> students will be taught and respond in writing to common assignments in personal narrative, character analysis, persuasive, and informational writing.</p>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> through 5<sup>th</sup> teachers</li> <li>• Specialists in Special Education and ESL</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meeting on 4<sup>th</sup> Tuesday of each month with staff on reading/writing connection, explicit teaching, and assessment of student work.</li> <li>• Thursday staff scheduled to have time for embedded professional development time .</li> </ul>	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade writing sample scored by State of Oregon raters; Outcome desired = 75% meet or exceed in 08-09</li> <li>• Rubrics as designed for each assignment</li> <li>• Teacher Report Card Marks</li> </ul>	<p>Monthly review – the assgts. will follow the Writing Connections calendar (07-08 due dates= Oct. 25, Dec. 21, Mar. 21, May 23; 08-09 t.b.d.</p>
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# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

**Vital Sign Target – Mathematics:** That 100% of our students will make at least average yearly growth for themselves in mathematics, and that 90% of our students will score as meeting or exceeding in math.

- **Step 1: Data**

In looking at our test scores over the last 6 years, our TESA Scores for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders showed that we typically show between 80 and 90% of our third through 5<sup>th</sup> graders meeting or exceeding benchmarks, and a large number of students scoring in the “nearly meets” category. For the last three spring testing summaries, our scores have steadily increased across almost all grades and students, with last year’s 3<sup>rd</sup> through 5<sup>th</sup> graders showing 88% meeting or exceeding. In the Spring of 2007, the percentage increased to 92.2% of all our 3<sup>rd</sup> through 5<sup>th</sup> graders.

When looking across all grades at our teacher judgments of Math as shown in report cards last year, we show a similar trend, with between 78 and 89% of our students in all grades being rated as “meeting” benchmarks.

We would like to look at each individual student to look for improvement in their mathematics; for students in the primary grades, we will look at Report Card judgments of teachers, and for students in the intermediate grades, will look at scores on Math Work Samples and on TESA scores.

Our analysis tends to show that the students who do not meet the benchmarks are typically students in Special Education or who are English Language Learners.

Parents have continued to express a need for, and appreciation of, activities for them, including Family Math Night, information about mathematics and how to help with math homework, etc.

# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

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**Vital Sign Target – Mathematics:** That 100% of our students will make at least average yearly growth for themselves in mathematics, and that 90% of our students will score as meeting or exceeding in math.

- **Step 2: Design**

Continuing to provide parents with instructional activities to help them understand how to best help their children with mathematics instruction. This can involve continuing Family Math Night, and focusing attention from the staff and advice to parents on the best use of Homework (on Content of homework, purpose, amount and Parent “education” to help them understand the purpose and their role)  
Articulation of math instruction across the grades with the teachers, to identify the best strategies in areas of Numbers, and then Algebra.  
Continuing a Professional Learning Community in our attention to Math, by sharing student math work, Ongoing Curriculum Embedded Assessments - Information obtained from ongoing curriculum embedded assessments is used to inform instruction and for reports to stakeholders.

# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

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**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"> <li>• Parent Information: Hosting Family Math Night, and informational meetings such as “Math and Muffins” that includes student involvement in teaching math activities through use of math games. Information to parents about homework</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, families, and students</li> </ul>	<p>Staff training on best ways to assist parents through Book Study “Schools and Families – Creating a Math Partnership”</p> <p>Training and sharing of information to parents provided through Investigations</p> <p>Staff collaboration in meetings to discuss homework content and purpose and application</p>	<ul style="list-style-type: none"> <li>• Parent Attendance at events</li> <li>• Staff involvement in book study</li> <li>• Parent response to periodic surveys to them addressing their needs in mathematics support</li> </ul>	<ul style="list-style-type: none"> <li>• Feb. 29</li> </ul>
<p>Ongoing Curriculum Embedded Assessment</p> <ul style="list-style-type: none"> <li>• Use the information obtained from ongoing curriculum embedded assessments is used to inform instruction and for reports to stakeholders in the <i>Every Day Counts</i> (Pre-K–6)</li> <li>• <i>Math Every Day</i> (Pre-K)</li> <li>• <i>Investigations</i> (K–5)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers teaching mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing use of protocols in staff meetings and staff development for looking at student work across grades</li> </ul>	<p>Teachers Making use of the information from the above mentioned assessment tools to monitor student progress and to inform instruction</p> <p>Maintaining records of assessment data</p> <p>Students are completing the assigned assessment tasks to provide evidence of learning</p>	

# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

Implementation of the following to inform instruction: <ul style="list-style-type: none"><li>• Targeted End-of-Unit Assessment Tasks from <i>Investigations</i> curriculum</li><li>• “Teacher Check Point” lessons from <i>Investigations</i> curriculum</li></ul>				
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# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

**Vital Sign Target – Attendance:** To have at least 94.5% of our enrolled students attending on average.

### Step 1: Data

#### Attendance

PRIOR YEARS 94.4%

2005-2006 94.1 %

2006-2007 94.2 %

Our plan to continue the attendance, if not increase it this past year, was met. The use of eSIS Attendance by Teachers has provided specific data easily; current year staff experience is that significant health issues for students arose this winter; our March figures showed low attendance during that month when so many students were ill for so long. Our first two months of the year showed 96.5% attendance.

Our goal of 95% vs. our actual rate of 94.2% represents only 2 students per day, (or an average of about 294 students attending rather than 291)

# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

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**Vital Sign Target – Attendance:** To have at least 94.5% of our enrolled students attending on average.

- **Step 2: Design**

- Monthly letters and personal contact to problem students
- Counselor: referral, groups, parenting, incentives, individual counseling
- Outreach – inclusion in after school programs for low income students, PTA personal invitations to increase parent participation in school events

# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

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

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<ul style="list-style-type: none"> <li>• Monthly letters and personal contact to problem students</li> <li>• Counselor: referral, groups, parenting, incentives, individual counseling</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, teacher Secretary</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring skill currently practiced</li> <li>• Training on use of Administrator Dashboard or Management Information System</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly tracking reports shared with staff at staff meetings</li> <li>• Identified students receive monthly contact from school as evidenced in cum files</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• First letter sent by end of Sept.</li> </ul>

# School Improvement Plan (SIP)

## Professional Development / Implementation Calendar

<b>Date/Times 07-08; (see Bridge for 08-09 plan)</b>	<b>Persons Involved</b>	<b>Topic/Focus/Purpose</b>	<b>Meeting Format / Frequency</b>	<b>On-going PD Support</b>
Aug. 28, 2008	Maplewood Staff	New Reading Street Materials familiarization and strategies	Full Day Group Meeting	Facilitators and Principal meet monthly
Aug. 29 all day	Maplewood Staff	Writing Curriculum Mapping/ Staff Community Building (many new staff)	All Aft. P.D.	“ “
Sept. 25	Maplewood Staff	Writing Curriculum Mapping	After School Staff Meeting	Support from P. D. Academy
Oct. 2	Maplewood Staff	Homework	After School Staff Meeting to discuss homework practices	
Oct. 26	Maplewood Staff	Reading Adoption & On-line Resources	Full Day PPS	“ “
Nov. through Feb	Maplewood Staff	Book Study “Results Now”	Voluntary book study along with staff meeting time	
Nov. 6	Maplewood Staff	Writing Curriculum Mapping	After School Staff Meeting	Support from P. D. Academy
Dec. 6	Maplewood Staff	Integrated Writing/Reading	School Staff Mtg	Support from P. D. Academy
Feb. 1	Maplewood Staff	Core Curriculum	Half Day PPS and half day bldg.	“ “
Mar. 4	Maplewood Staff	t.b.d.	School Staff Mtg	
April 11	Maplewood Staff	Core Curriculum	Full Day bldg.-based	“ “
April 13	Maplewood Staff	To be determined	All Day P.D.	
May 6	Maplewood Staff	t.b.d.	School Staff Mtg	
June 3	Maplewood Staff	Review of goals for next year	School Staff Mtg	
4 <sup>th</sup> Tuesday of each Month	Maplewood Staff and Facilitators	2 hour integrated literacy and differentiated instruction	School Staff Mtg	Facilitators and Principal meet monthly

# 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
Donations	\$1,200	none
Foundation	\$40,000	Use for Staffing; discuss uses with Site Council
TAG	\$2,275	Aimed at TAG students in extra Math Problems Class
		(08-09 amount \$1960 used for same project)
<i>Total (\$)</i>	\$42,475	

Use	Amount (\$ or FTE)	Description of Expenditures	Related SIP Goal
Licensed Salaries	\$40,000	Librarian salary	all
Classified Salaries		Secretary	
Extended Hours			
Substitutes			
Fringe			
Purchased or Contracted Services	\$2000	Reading Consultant & book study mats	Reading/writing
Supplies/Materials			
Textbooks			
Technology			
Computer Software			
Conferences, Meetings, & Classes			
Out-of-Town Travel			
Parent Involvement			
Tutoring			
Grant Overhead			
<i>Total (\$)</i>	\$42,000		

# 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) [ 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.*    [ ] Yes    [ ] No

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

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

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

# School Improvement Plan (SIP)

## Compliance (Pilot for 2007-2008 implementation)

### Title I-A (Schools not meeting AYP)

<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:	Addressed Above [ ]
<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:	Addressed Above [ ]
<u>Requirement #3: Describe strategies to promote effective parental involvement.</u> If not addressed above, comment on plans to meet the requirement:	Addressed Above [ ]
<u>Requirement #4: Incorporate a teacher mentoring program.</u> If not addressed above, comment on plans to meet the requirement:	Addressed Above [ ]
<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:	Addressed Above [ ]