

SWEET HOME SCHOOL DISTRICT NO. 55
Sweet Home, Oregon

Crawfordsville Elementary

School Improvement Plan

2009-2011

A. Executive Summary:

After reviewing a wide range of data with an inclusive group of staff and parents, the Crawfordsville Site Council has identified the improvement of writing skills as the focus of the 2009-2011 school improvement plan.

B. Background Information:

1. Description of the School:

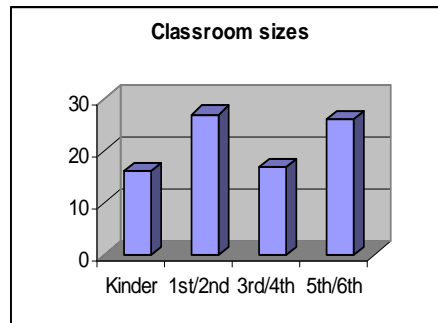
Location and History

Crawfordsville Elementary is a small school in the rural Willamette Valley, located midway between Brownsville and Sweet Home. Geographically, it lies on the western edge of the Sweet Home School District boundaries; 10 miles from the city of Sweet Home. The school was established in 1853. A fire destroyed the school and it was rebuilt in the mid 1900s. It was consolidated into the Sweet Home School District in 1965.

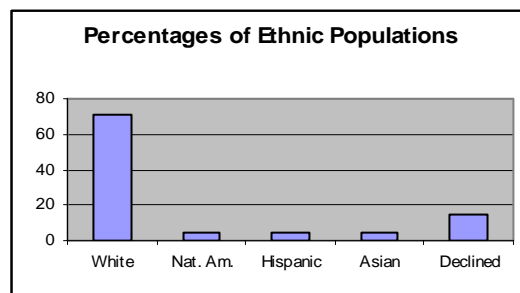
Crawfordsville has a history of being a strong performing school. In 1998, it was selected by the Oregon Department of Education as one of two schools in the state to be nominated to a national level for its high quality instructional and Title 1 programs. In the past 11 School Report Card ratings, Crawfordsville had large enough populations to warrant ratings in 8 years. Of those 8 years, Crawfordsville received a “strong” rating 5 times and an “outstanding” rating 1 time. The remaining 2 ratings were “satisfactory”.

Student Demographics

- **SES:**
Over the last 2-3 decades, the student population of Crawfordsville has changed considerably in its socio-economic status. There is less economic diversity and a growing level of poverty. The September 2009 free and reduced lunch percentage at Crawfordsville was at 81%. This is the highest level ever recorded at Crawfordsville Elementary. It was the highest percentage of any school in the district.
- **Student Size:**
Over the past few years, the school population has been holding fairly steady between 80 – 95 students. The current size of the school is at 86. At this time, class sizes are fairly uneven with: Kindergarten at 16; 1st/2nd at 27; 3rd/4th at 17 and 5th/6th at 26.



- **Gender:**
We have a preponderance of boys: 56 boys and 30 girls.
- **Ethnicity:**
Crawfordsville has small numbers of minorities: 71% of our students are White; 5% are Native American/Alaskan Native; 5% are Hispanic; 4% are Asian/Pacific Islander; 15% declined to report.



The Building

Crawfordsville Elementary has 8 standard sized classrooms, 1 library, 3 office spaces, a health room, a small staff room, 2 sets of student restrooms a kitchen and a full sized gym. Square footage is 23, 037 square feet. Two classrooms, the kitchen and an office area are rented to Kidco Head Start for their preschool program.

Staffing:

Certified Staff: There are 3.5 regular education teachers; a .6 special education/Title 1 teacher; another .2 Title 1 All Day Kindergarten teacher; .2 counselor, .2 Speech Therapist and a .4 Principal.

Classified Staff: There is a 1.0 custodian; 1.0 secretary; .4 media specialist/library assistant; and a little over 3.0 fte in instructional/playground/food service assistance.

2. Summary of the Planning Process

- A. Participants of the planning process included our entire staff, Site Council and Student Council representatives. This included parents, certified, classified, administrator and students in the process.
- B. Four processes occurred in our planning:
 - a. At the end of the 2008-2009 school year, the Principal asked the Student Council to discuss and agree on, “What went well and what didn’t go so well and what changes were recommended”.
 - b. At the end of the 2008-2009 school year, the Principal asked the Site Council to discuss and agree on, “What went well, what didn’t go so well, and what changes were recommended.”
 - c. At the beginning of the 2009-2010 school year, the Principal reviewed the “What went well and not so well” information gathered in the Spring along with finalized assessment information, behavioral information and attendance information. The staff brainstormed and prioritized goals in all areas.
 - d. The Principal then took those goals to the Site Council at the September meeting and asked for input. At that time, the goals for the year were adopted.
- C. All strategies have been reviewed by the Principal to ensure that they are evidenced based.
- D. When the Site Council adopted the goals for the 2009-2010 school year, they were published in the minutes of the Site Council, provided to all staff and posted in the school outside the office.

C. Self-Evaluation Summary

1. Completing the Self-Evaluation Summary

Prompt 1: Crawfordsville's status relative to each Oregon Education Performance Standard:

The Oregon Education Performance Standards and the Standards for School Success were reviewed after the goals were set to determine strategies to obtain the goals. They were reviewed and developed primarily by the Certified and Administrative staff at the school.

- Standard 1: The superintendent authorizes compliance of Standard 22 for all schools.
- Standard 2:
 - * Continuous Individual Growth:
 - * Cohort growth: No information. Improvement criteria from AYP or Report Card: Mixed.
 - * TAG, IEP: Generally, students show adequate progress on their TAG PEPs and IEPs.
- Standard 3: Crawfordsville Elementary has met AYP in all areas and categories since the NCLB law took effect. Report card ratings have been at least “satisfactory” in all ratings. Our participation has been higher than 95% in all subject areas and all years.
- Standard 4: We have no ELL students at Crawfordsville Elementary.
- Standard 5: All of our certified teachers are highly qualified.
- Standard 6: We have a safe and drug-free environment which is conducive to learning.
- Standard 7: Our attendance rate has consistently been above 92%.
- Standard 8: As funds allow, technology in the classroom has been purchased. Over the past 3-4 years, we have purchased 2 sets of Student Response Systems (clickers); and all 3 teachers (1st – 6th grade) have lap tops/mounted projectors/white boards. Recently, the 1st/2nd grade teacher purchased a video camera to begin working on digital stories.
- Standard 9: Not applicable.
- Standard 10: There is no significant gap between genders at Crawfordsville except for in science, but the N was small and interpretations should be made with caution.

Subject	Boys	Girls
Reading	82.1%	88.2%
Math	85.7%	82.4%
Writing	38.5%	40%
Science	100%	50%

There remains a gap in the academic achievement between students with disabilities and those without disabilities. The other student groups (ethnicity and poverty) have too small of a N to make a reliable comparison.

Prompt 2: Crawfordsville’s achievements and the factors that contributed to those achievements:

Crawfordsville received the highest rating of Outstanding on the most recent State Report Card. This rating was based on the following achievements: an Outstanding Index Score (95) on school achievement in reading in math for grades 3,4,5 and 6. An Outstanding Attendance Rate (95.2%) for Grades 1-6. An Outstanding Participation Rate (100%) on the state assessment for Grades 3-6. And finally, Crawfordsville Met the Adequate Yearly Performance rating as defined by the federal government.

Prompt 3: Priority Concerns:

Our priority concerns are regarding writing scores. In all other academic areas: reading, math and science, our students are higher than state averages. And although last year, we yielded our highest writing score of 39%, it was still 5 percentage points lower than state average.

Behavior and attendance have long histories of being strong. But keeping them on the “front burner” continues to be important.

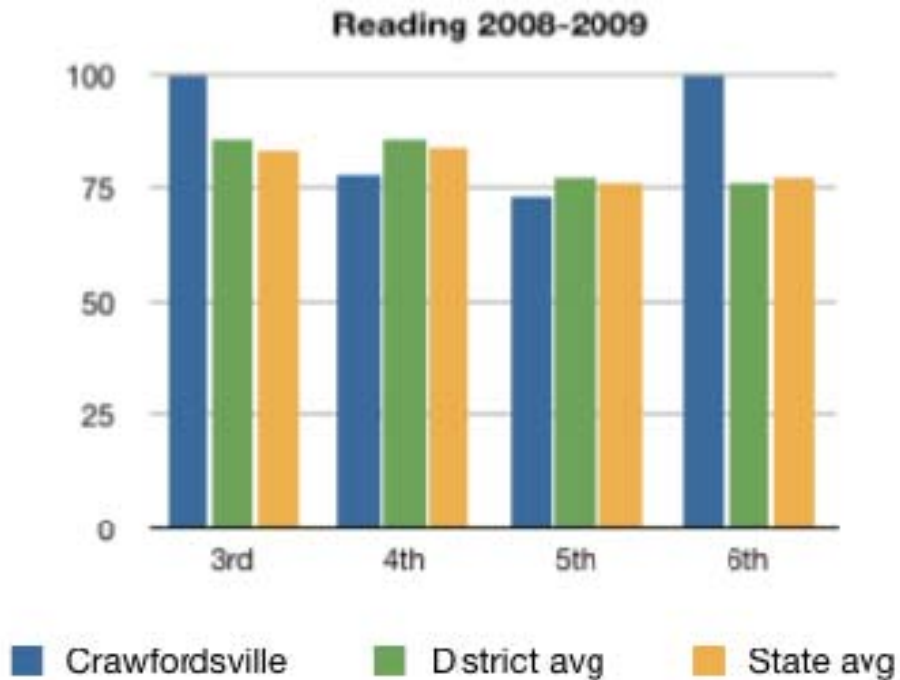
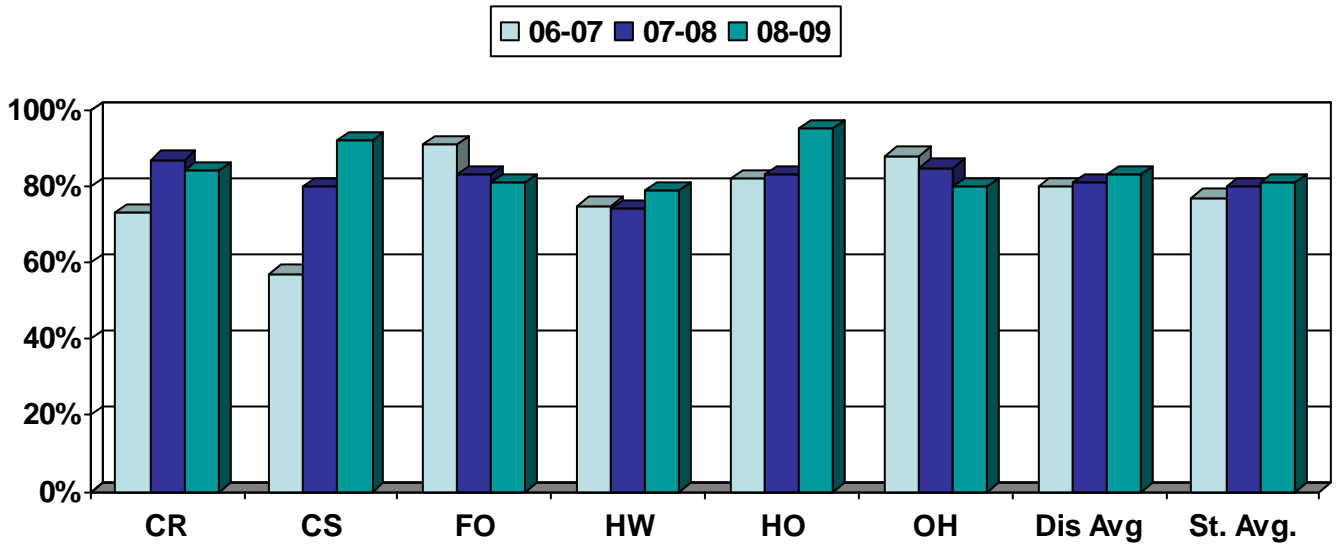
Following is a breakdown of our academic, behavior and attendance analysis:

Crawfordsville Academic Achievement Analysis Oregon State Assessment Results

Crawfordsville has Met the standard for AYP since it began to be measured in 2002-2003. The Report card rating for 2008-2009 is Outstanding. Crawfordsville has a long history of strong academic achievement in reading, math and science. Writing has been a challenge but there has been improvement.

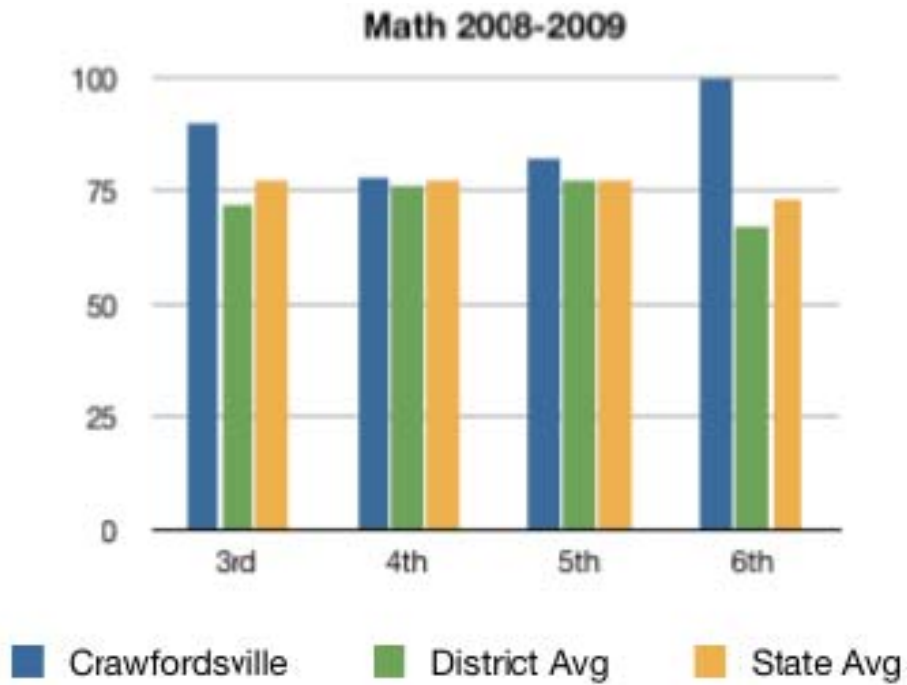
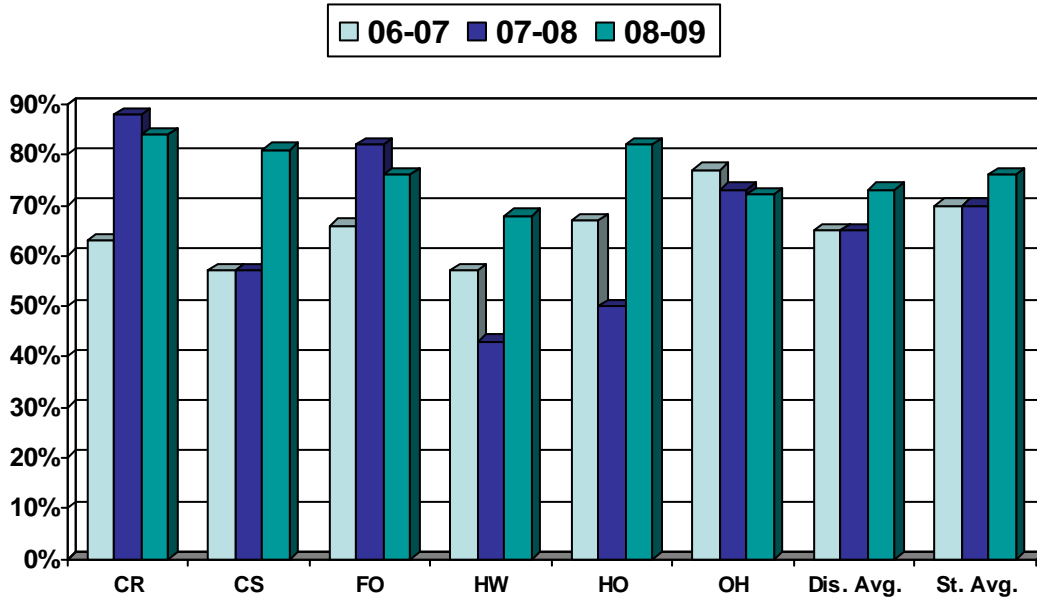
Reading

Crawfordsville has consistently stayed above the state average for all students including those that are economically disadvantaged and students with disabilities.



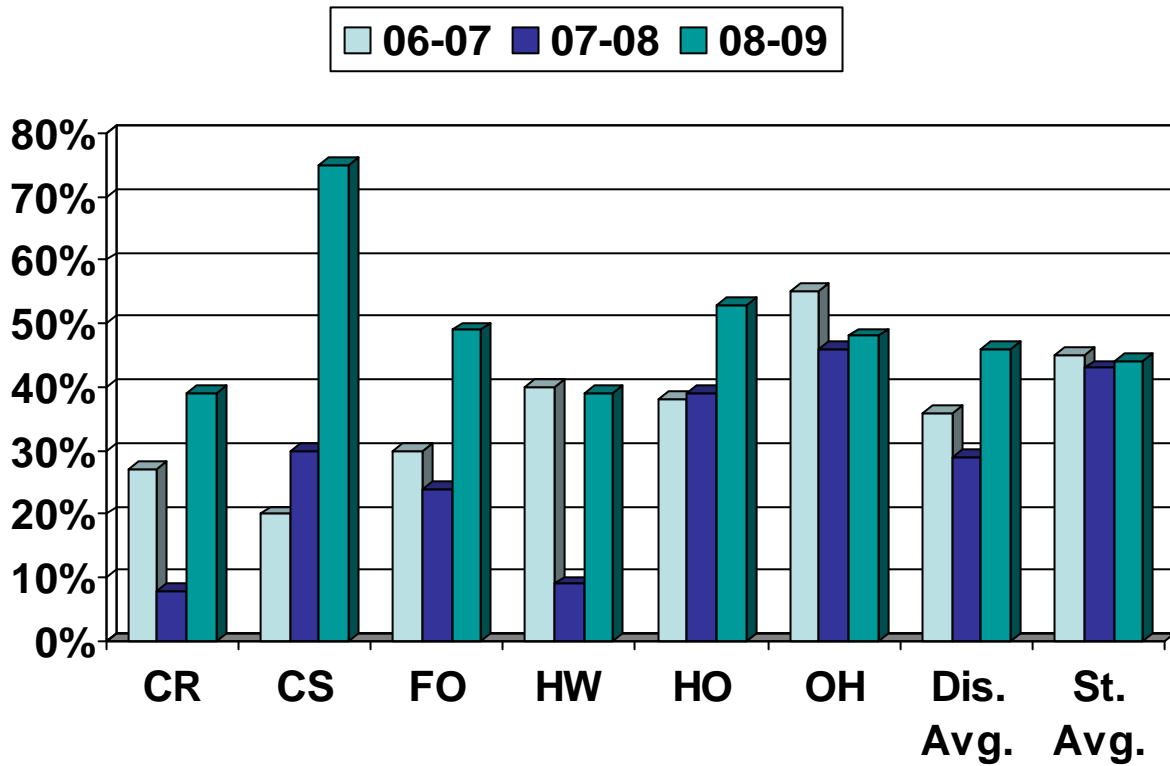
Math

Crawfordsville has consistently been strong in math and has made growth over the last three years for all students including those that are economically disadvantaged and students with disabilities.



Writing

Writing has been a consistently weak area for students at Crawfordsville Elementary. Although an improvement was seen in Spring 2009 scores, achievement remains below District and State levels.



Crawfordsville Student Behavior Analysis

Crawfordsville School began implementing the Positive Behavior Support model to address student behavior management in the 2002-2003 school year. Office discipline referrals have steadily decreased over the past 8 years. Last year (08-09) the school had a total of 33 office referrals.

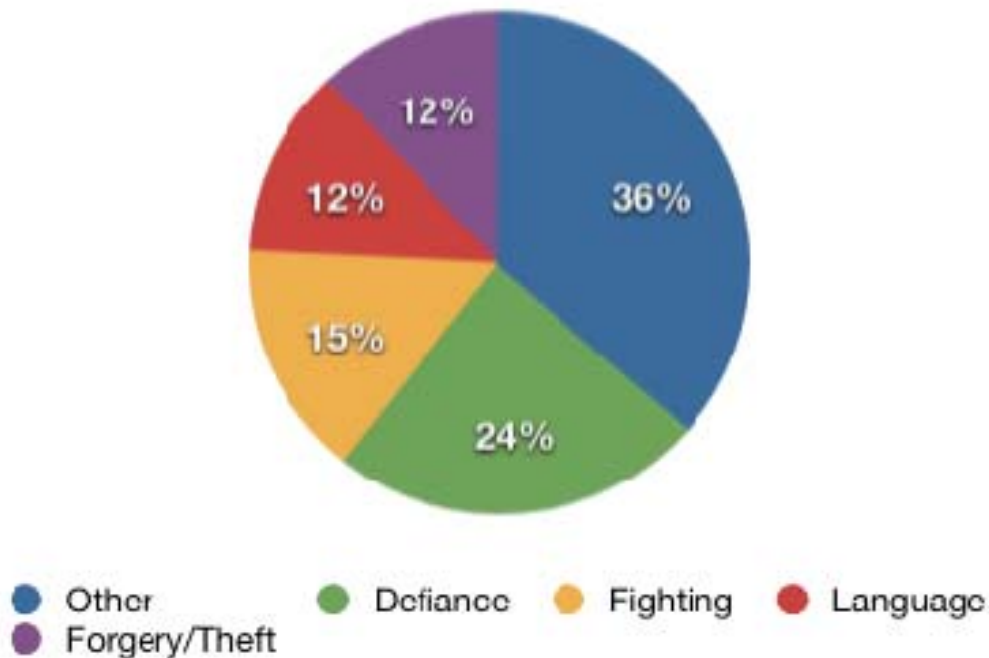
There was a peak in office referrals in the month of February followed by March and April.

Referrals by problem behavior indicate that the highest number of office referrals were for Ot

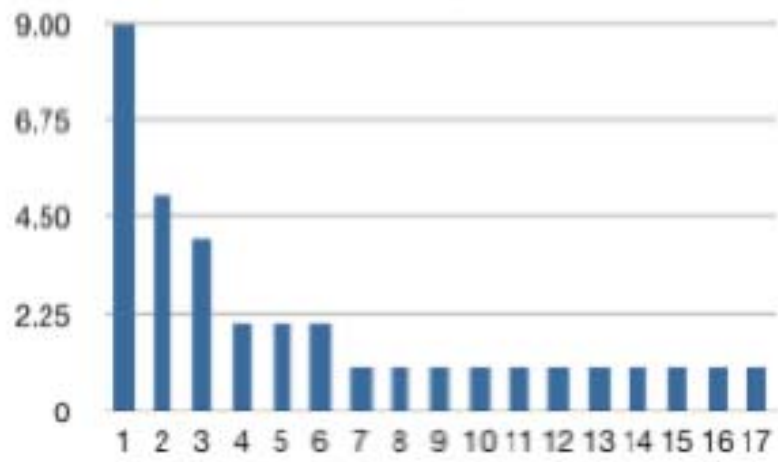
Referrals by Location indicate the highest incidents of office referrals were on the playground with 16. The classroom had the second highest with 7

Of all referrals 9 came from 1 student.

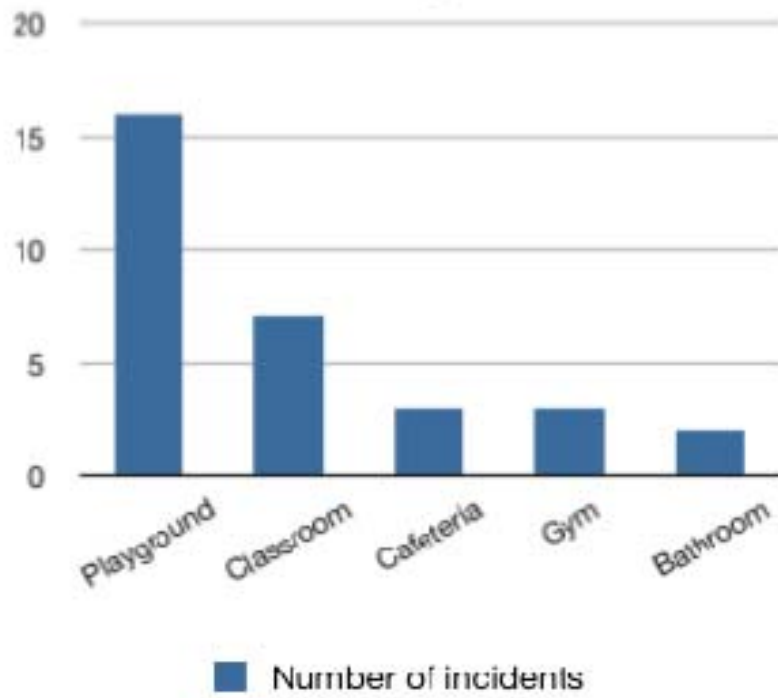
Referrals by Problem Behavior



Referrals by student

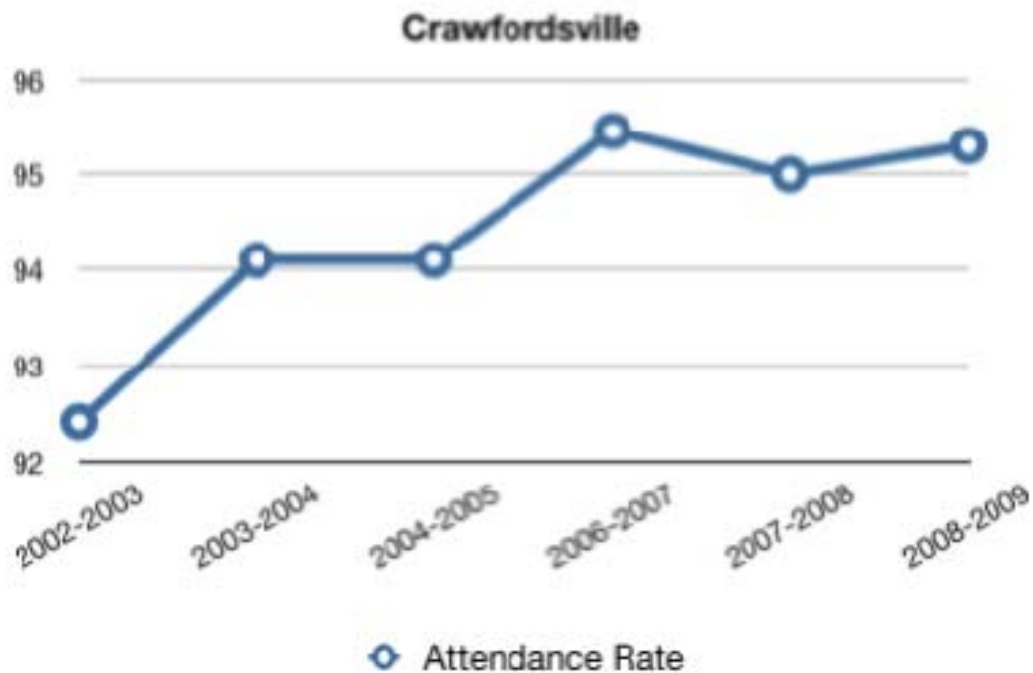


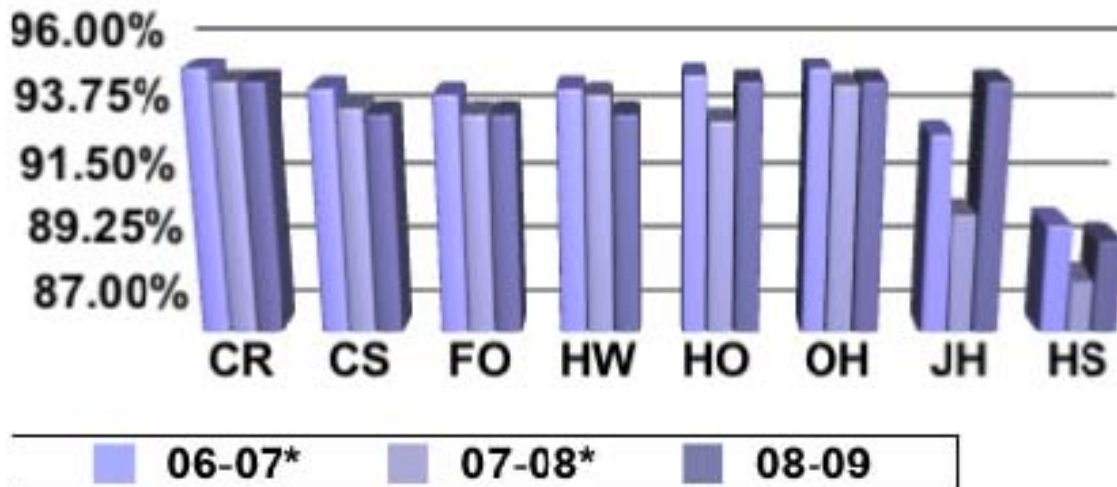
Incidents by Location



Crawfordsville Attendance Analysis

Crawfordsville attendance rate was at 95% for 2007-2008 and 95.3% for the year 2008-2009. This exceeded the state's target and gave Crawfordsville a report card rating of Outstanding. Attendance has been an area that has steadily improved since 2002-2003. Crawfordsville maintains one of the best attendance rates in the district. Attendance continues to be a priority and is promoted by student recognition at school assemblies and a variety of incentives are used to encourage students and families to keep up the outstanding attendance. The Principal reviews attendance daily and the Secretary calls all absent students daily. When patterns of absence are noted, the Principal will call the parent personally and encourage attendance. If attendance does not improve, then the principal will send a written letter with a copy to the District's Truancy Officer to proceed with contact.





* does not include kinders

Prompt 3: Priority Concerns (continued)

The Standards of School Success were reviewed with the Crawfordsville Certified Teachers. It was felt that through district or school efforts, most standards were being met. Two standards that the team identified as areas of relative weakness were:

2.9 Teachers are culturally competent. Although there is not a great deal of ethnic diversity in our community, there is a great deal of diversity in economic status. And the diversity is not between the students – it is between the staff and the students, particularly the certified staff and the students. But our test scores don’t show any significant difference between the scores of economically disadvantaged youth and others.

Standard 4: Family and Community Engagement. Our school has a relatively low level of family and community participation.

Prompt 4: Any Additional Data:

❖ Behavior:

Bullying Survey. A Bullying Survey was completed by all students in Grades 3-6 last spring. Following is some pertinent information:

1. Have you been bullied at school or on the way to/from school in the past year? 44% of the students said yes.
2. Where does it happen? 50% stated the playground. 25% stated the classroom.
3. How were you bullied? 50% stated “teased on called names”.
4. What did you do about the bullying? 35% reported to a staff member; 25% reported to a parent; 30% tried to avoid the bully.

5. If you told an adult, what happened? 35% said they received help; 20% said nothing happened.
6. Have you bullied? 34% said yes.
7. How did you bully? 47% said they teased or called names.
8. Why did you bully? 62% said they didn't like the person.
9. Most bullying happens? 78% said when adults are not around or not looking.
10. How safe do you feel at school? 59% said "always very safe"; 25% said safe in some areas but not in others.

In this particular bullying survey, the last question asked for names of bullies in the school. There were 5 students who were named 4 times or more. All were on our radar except for one who received the second highest nominations.

❖ Title 1-A Targeted Assistance School Plan

Crawfordsville Elementary has received Title 1-A funds for many years (at least 25+). These funds are focused on increasing reading and math achievement and increasing parent involvement.

- Planning - The SIP team included representation from Title 1 staff (teacher and assistants) as well as at least two Title 1 parents.
- Targeting Criteria - The Title program at the district level has established clear criteria for student selection. At our school, students who are homeless, transitioning from Head Start, are neglected or migrant are automatically placed on the eligibility list. Selection is based on academic achievement in reading and/or math. Selection is based on CBM measures such as DIBELS and AimsWeb; STAR reading and math; Oregon State Assessment results; and teacher recommendation. Students are generally selected at the 30%ile or below in reading or math – with priority given to K-2 reading, then 3-6 reading, then 2-6 math, then 1st grade math.
- Progress Monitoring - The progress of all selected Title 1 children is monitored at least monthly in their area of need. The scores are reviewed in a school-wide team meeting approximately every 6 weeks. If a student is not making sufficient gains, an intervention is developed to support better achievement.
- Program Design/Scientificallly-based Instructional Strategies:
 - Reading: The District has adopted a well-research based reading program K-6 which is Houghton-Mifflin. It was one of the top scientifically based reading programs researched by the Reading First committee. The District has offered significant staff development for the implementation of H-M and principals are ensuring that it is implemented with fidelity across the district. At Crawfordsville, H-M is implemented with high fidelity in Grades K-2. For Grades 3-6,

implementation has been slower and more sporadic. But this year, the program has been implemented more fully. The Title 1 programs use only scientifically based reading intervention programs such as ERI (K); ReadWell, Reading Mastery, Phonics for Reading, and Horizons. All these programs have a solid research base for high effectiveness. Staff using these programs are trained and monitored.

- Math: The District has not supported a new district wide adoption for math and materials are less developed. This is an area of need for development across the state (and nation). Crawfordsville is fortunate to have highly skilled math teachers in 1st – 6th grades which compensates for the lack of a defined curriculum.
 - All programs are supplemental to the teacher's instruction and add more time to the instruction or provide a smaller group for more individualized instruction.
- Instruction by Highly Qualified Teachers and Paraprofessionals: All of our staff, teachers and assistants, meet the legal definition for highly qualified.
 - Professional Development Opportunities: The District offers regular training opportunities for all teachers. In addition, the Title 1 program offers monthly meetings for all Title 1 teachers in which training is embedded. Additionally, the Title 1 program supports workshop attendance outside of the district, specifically the Oregon Reading Association annual conference and other coaching or teacher leader conferences on reading and math.
 - Strategies to Increase Family and Community Involvement: At Crawfordsville, this was identified as an area of need during our review of the Standards of School Success. Although we have excellent attendance at Parent/Teacher conferences, and good attendance at school programs, we have very few parent volunteers. The Title 1 program offers several family nights – but we will be looking for more meaningful activities in which to invite parents to participate. Parents from Title 1 are involved in our decision making through participation in Site Council.
 - Coordination and Integration of Services and Programs: There is very close coordination between our Special Education and Title 1 programs. Staff sometimes has split assignments working with students in each program.
 - Transitions: Transitions are coordinated with Head Start and ECSE programs through a district level process. Staff from Crawfordsville present at a Head Start parent night in the spring; we hold an Kindergarten round up and invite parents to hear more about our kindergarten program and allow children to visit their future classroom.
- Evaluation and On-going Program Development:

The effectiveness of the Title 1-A TAS Plan will be reviewed during Site Council meetings along with a review of student achievement, behavioral referrals and attendance data.

➤ **Budget:**

All funds are used for the benefit of targeted students and the Title 1-A staff.

A budget is developed in conjunction with the Title 1-A coordinator based on our poverty and student count. The majority of funds are delegated for staff to work directly with students.

5. Setting Goals – Where do we want to be?

The highest priority for our school is to increase writing achievement. That is the only area that we are weak and need to have an action plan developed.

But we want to keep the goals in reading, math and attendance just so we don't see a slip in those areas. And our PBS Committee is required to develop behavioral goals annually, so those are included.

Writing:

- * Our goal is to have 70% of our students meet or exceed the 4th grade state writing test.

Reading:

- * Our goal is to have 90% of our students meet or exceed the 3,4,5,6 grade state reading tests.

Math:

- * Our goal is to have 90% of our students meet or exceed the 3,4,5,6 grade state math tests.

Attendance:

- * Our goal is to have an end of the year average of 96% attendance.

Behavior:

- * Reduce the number of referrals on the playground.
- * Reduce the percentage of students who report that they were bullied – based on the bullying survey from 44% to 20% or less.

E. Crawfordsville Action Plan

Improvement Goal						
Students at Crawfordsville Elementary will increase their writing achievement as evidenced by an increase in 4th grade writing assessment scores from 39% to 70% which meet the standard by the end of the 2011-2012 school year.						
Strategy/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date	Cost
Schedules will be arranged to ensure that all 1 st – 6 th graders will have 45 minutes of writing instruction daily.	Schedule	Test Scores and Writing Samples	Administrator and teachers	1/10	----- -	0
All students in Grades 3 – 6 will complete a minimum of two writing work samples every month which are scored on the writing rubric.	Production of writing samples	Increasing scores on the rubric.	Teachers	11/09	----- --	0
Teachers will implement the 6+1 Writing Traits program.	Administrator observation	Increased writing sample scores	Teachers/Administrator	9/09	----- --	0
All 1 st – 6 th grade teachers attend the monthly writing workshops and implement at least 1 strategy suggested monthly.	Teacher report and sign-in at workshop	Teacher discussion at Teachers' Mtg. of strategy.	Teachers	9/09	----- --	0
All students in Grades 1-6 will continue to work through a list of most common spelling words.	Spelling scheduled in	Increased scores in conventions	Teachers	1/10	-----	0
Writing will be taught across the curriculum with at least one more writing sample gathered monthly in at least two other content areas.	Observation and collection of work samples	Increased writing scores in work samples	Teachers	11/09	-----	0
Technology will be used to enhance writing instruction and student motivation to write. Examples are: Digital storytelling; writing books on-line; scoring work samples on line, etc.	Observation and finished product	Increased writing scores in work samples	Teachers	12/09	----- -	0