

# **HOLLEY ELEMENTARY SCHOOL**

## **SCHOOL IMPROVEMENT PLAN**

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**2009 - 2011**

## Background Information

### Description of the School:

Holley Elementary is a small school of 106 students in grades 1 through 6, including the District's self-contained special education classroom for K-6 students with behavior disorders. We support the Sweet Home School District's mission statement: *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.*

*We educate for success!*

### Staffing

Licensed Positions	Name	F.T.E.	Highly Qualified as defined by NCLB	Years of Experience
Principal	Jack Nickerson	0.5		
Special Ed Teacher	Jack Nickerson	0.5		
1 <sup>st</sup> /2 <sup>nd</sup> Grade Teacher	Michelle Hatchard	1.0	Yes	11
3 <sup>rd</sup> /4 <sup>th</sup> Grade Teacher	Kathi Collins	1.0	Yes	9
4 <sup>th</sup> /5 <sup>th</sup> Grade teacher	Tim Swanson	0.5	Yes	8
5 <sup>th</sup> /6 <sup>th</sup> Grade Teacher	Marsha Carper	1.0	Yes	21
Counselor	Terry Augustadt	0.2	Yes	1
Physical Education Teacher	Kate Buehler	0.5	Yes	1

Classified Positions*	Hours	F.T.E.	% Who Meet NCLB Highly Qualified Standards
Media/Computer Asst.	4.5	.56	100%
Teacher Assistant	4.25	.53	100%
Special Ed Assistant	10.75	1.65	100%
Student Monitors	3	.375	NA

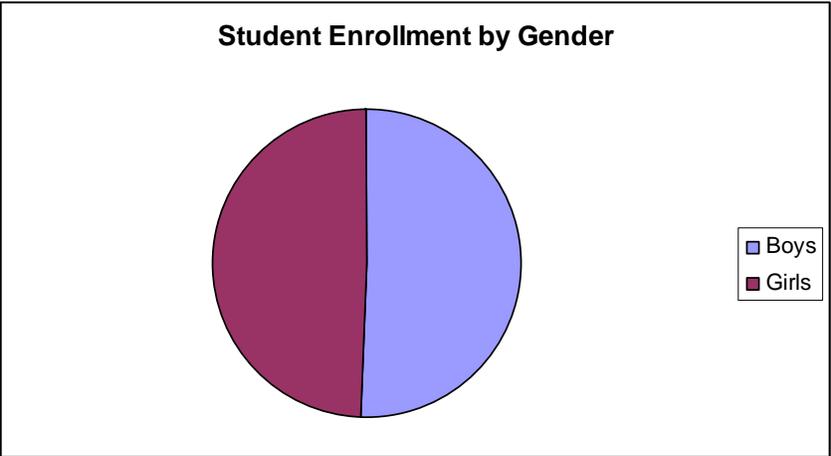
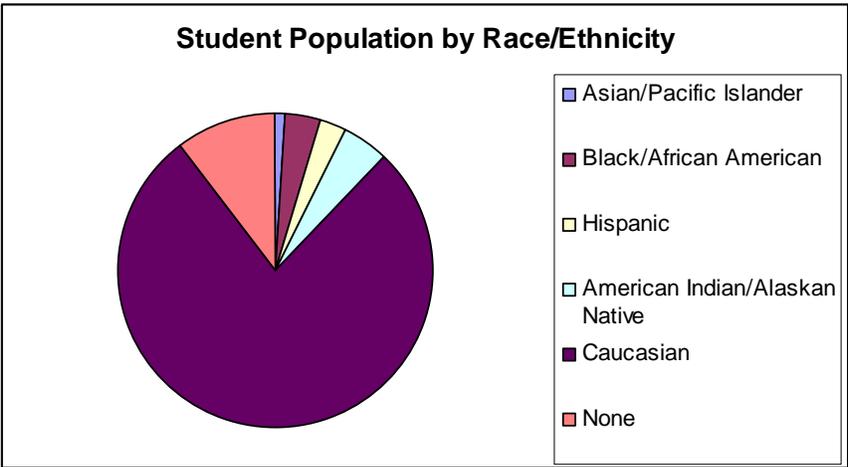
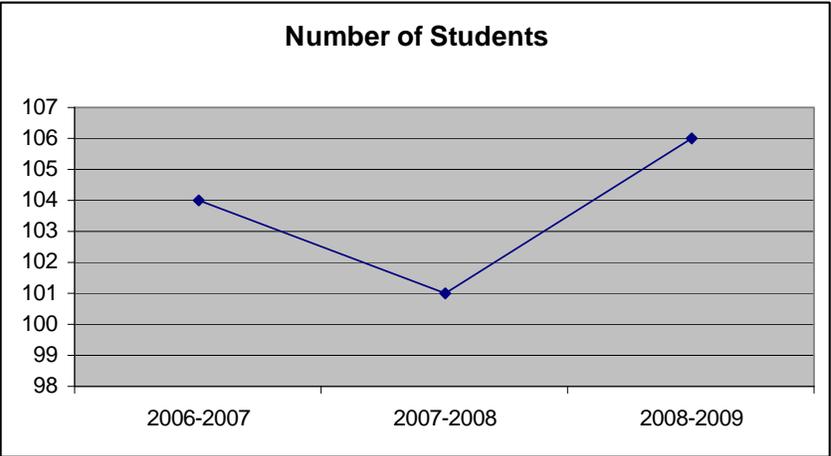
Food Service	3.5	.44	NA
Secretary	8.5	1.0625	NA
Custodian	8	1	NA
TOTAL	45.75	5.7175	

Staffing Analysis: Each instructional staff member meets NCLB “highly qualified” standards. Mr. Swanson has an additional ESOL endorsement. The regular classroom teachers, the custodian and the secretary are the only full time employees.

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### **Enrollment**

- **Class Size & Configuration:** Enrollment has remained relatively stable. Enrollment for 2008-09 was 106, up from 101 in 2007-08, and 104 in 2006-07.
- **English Fluency:** 100% of students are fluent in English and have English as a first language.
- **Special Education:** We have 15.6 students on an IEP (2.1% with only speech eligibility). Including the Opportunity Room, 23.6% of the student population has special needs.
- **TAG:** 12.12% of Holley students are identified as gifted and/or talented.
- **Ethnicity:** The most recent data shows approximately 12.3% of students from ethnic backgrounds other than non-Hispanic white.
- **Economically Disadvantaged:** The percent of students on free and reduced price lunch rate has been decreasing: 56%, 51.3%, 48%, 43%, 41%, and is currently 40%.
- **There proportion of boys to girls in the school is equal, with 54 boys and 53 girls enrolled.**



Enrollment Analysis: Enrollment has been stable the past two years. There is very little ethnic diversity within Holley School. Because of the small enrollment, all of the classes have combined grade levels. Class sizes currently are:

- 1<sup>st</sup>/2<sup>nd</sup>: 26
- 3<sup>rd</sup>/4<sup>th</sup>: 23

4<sup>th</sup>/5<sup>th</sup>: 31

5<sup>th</sup>/6<sup>th</sup>: 26

Opportunity Room: 10 (maximum is 12)

Summary of Planning Process:

The School Improvement Plan (SIP) process began in December, 2008 with a Site Council review of the current plan’s progress. The Site Council subsequently gathered information to evaluate the former plan’s goals and determine current areas of need in January, March, and April of 2009. SIP data was shared with the entire staff at regularly scheduled staff meetings in April and June of 2009. Input was gathered from the Parent-Teacher Club, certified staff, classified staff, PBS Team, and RtI Team. On June 3, 2009 current testing results were disaggregated and analyzed. The Site Council discussed areas in need of improvement and the SIP was developed. Team members included:

Mrs. Marsha Carper	Classroom Teacher
Mrs. Suzi Graville	Secretary
Mrs. Christy Keeney	Parent
Mrs. Tiffanie Lambert	Principal/Special Education Teacher

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## Self-Evaluation

1. Describe the school’s status relative to each of the Oregon Education Performance Standards.

All students will show continuous individual growth in all core academic subjects and career related knowledge and skills and extended applications.	Between 2008 and 2009, all students improved 13.19% in reading. Economically disadvantaged students improved 15.69% and there was a 42.11% increase in reading for students with disabilities. In mathematics, there was a 18.67% in met status. 19.83% change for economically disadvantaged students and 22.18% for students with disabilities.
By 2013-2014, all students will reach high standards in reading and mathematics.	According to a preliminary AYP report, 91.79% of Holley students met the reading academic status, and 75.37% met in mathematics. Participation rate was 98%.
All English Language Learners will become proficient in	We do not have any students currently receiving ELL services. We

<p>English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics.</p>	<p>have one teacher with an ESOL endorsement.</p>
<p>Beginning fall 2006, all students will be taught by highly qualified teachers in core content areas.</p>	<p>100% of classes are taught by highly qualified teachers. 100% of Holley paraprofessionals are highly qualified.</p>
<p>All students will be taught in learning environments that are safe, drug-free, and conducive to learning.</p>	<p>Holley Elementary implements Positive Behavior Supports (PBS) school-wide. The 2007-08 School Report Card contained a “Strong” student behavior rating.</p> <p>According to a survey of intermediate students, 74% of children at Holley feel safe most of the time at school.</p>
<p>All students will have access to and develop proficiency in utilizing technology to improve their academic achievement.</p>	<p>There is ratio of internet-connected student use computers to students is 1 to 3.5. Each teacher has an internet-connected computer for their administrative use. All classrooms have ceiling-mounted computer projectors and document cameras. Two sets of student response systems (“clickers”) have recently been purchased this school year.</p>
<p>Professional Technical Education (PTE) Concentrators will achieve technical skill proficiency.</p>	
<p>All schools will demonstrate progress towards closing the achievement gap between high- and low- performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and</p>	<p>91% of all Holley students met the reading assessment standard; this included 85.71% of economically disadvantaged students and 75.76% of students with disabilities. 75.37% of all Holley students met the math assessment, including 63.27% of economically disadvantaged students and 51.52% of students with disabilities.</p>

<p>their more advantaged peers, so that student performance cannot be predicted by ethnicity, gender, family income, disabling condition or other socio-economic classification.</p>	
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2. Describe the school’s key achievements including a brief discussion of the factors that contributed to those achievements.

- The school develops and implements a curriculum that is rigorous, intentional, aligned to state goals and content standards, and ensures seamless student transitions.
- The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. The school provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
- The school functions as an effective learning environment by working with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of all students.
- The school effectively engages families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of all students.
- School l instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.
- The school develops, implements, and evaluates a comprehensive improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. The school and school are organized to maximize use of all available resources to support high student and staff performance.

3. Describe the school’s priority concerns including a brief discussion of the factors that contribute to those concerns.

The Site Council feels that it is important to continue high parent involvement and active volunteerism at Holley Elementary. Student safety and health is the top priority. We have been fortunate to receive grant funding for the PEEK-8 grants, and are hoping for continued financial support. Daily physical education by a specialist has had significant impacts on student behavior, fitness, and academic

performance. Holley continues to excel in reading, and made improvements in mathematics and writing. With the assistance of a Teacher on Special Assignment (TOSA) in mathematics and writing, Holley staff prioritizes these subject areas.

4. Provide a description of any additional local data used in the Self-Evaluation:

DIBELS: Dynamic Indicators of Emerging Literacy Skills

Progress monitoring curriculum-based measurement

Attendance Data

Bullying Survey

Field Day Survey

Teacher Lesson Plans

Classroom Observations

Office Discipline Referrals (ODRs)

Work Samples/Benchmark Tasks

Site Council Minutes

Physical Fitness Testing

5. Describe any areas the school identified as requiring additional data and analysis.

The school identified the following areas in need of analysis: Academic achievement in writing, bullying/student-to-student respect, and attendance. Because of the limited ethnic and cultural diversity, the school is disaggregated data for ethnicity/race is unreliable.

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## **Student Behavior**

In May 2009, we conducted a survey of intermediate students on bullying.

1. Have you been bullied at school or on the way to/from school?
  - a. Yes 60%
  - b. No 40%
2. How often have you been bullied?
  - a. Every day 22%
  - b. Most days 31%
  - c. Once or twice a week 19%
  - d. Occasionally (less than once a week) 36%
3. Where does it happen?
  - a. Classroom 45%
  - b. Hallways 32%
  - c. Lunchroom 29%
  - d. Bus or bus stop 24%
  - e. Playground 66%

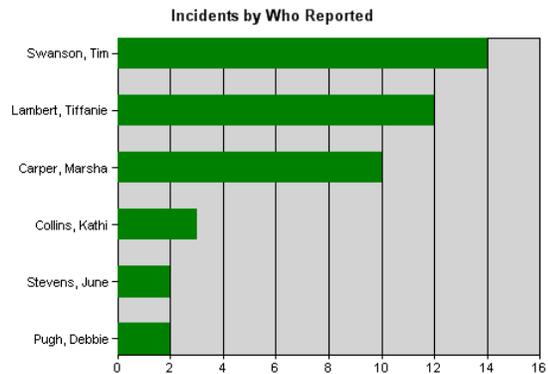
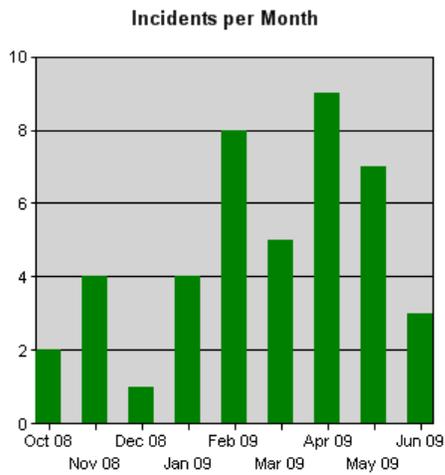
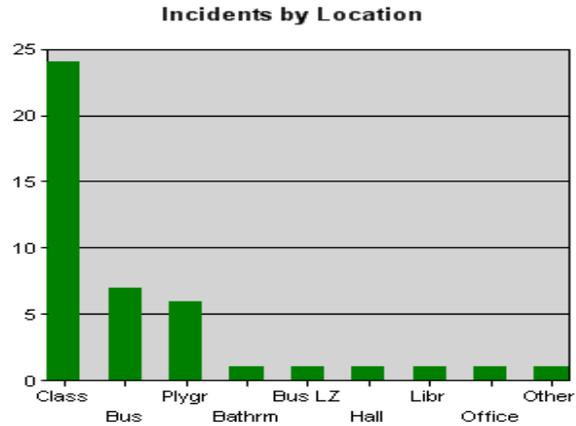
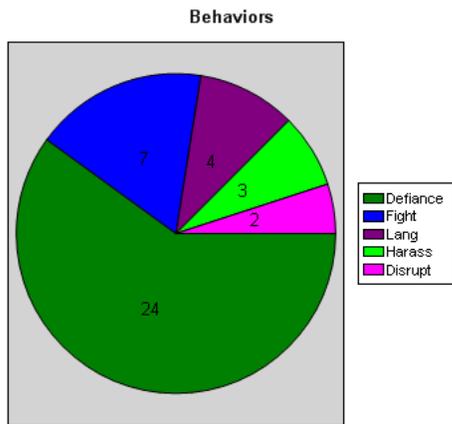
- f. Restroom 16%
  - g. On-line 8%
  - h. Other 39%
4. How were you bullied?
    - a. Physically hit 22%
    - b. Teased or called names 72%
    - c. Excluded by others 19%
    - d. Threatened 11%
    - e. Had items stolen or damaged 25%
    - f. Constant harassment 17%
    - g. Other 31%
  5. What did you do about the bullying?
    - a. Told a staff member 44%
    - b. Told a parent 42%
    - c. Told your friend 22%
    - d. Stood up to the bully 36%
    - e. Tried to avoid the bully 33%
    - f. Nothing 17%
    - g. Other 19%
  6. If you told a teacher or other adult about being bullied, what did they do?
    - a. Helped me 44%
    - b. Told me where to go for help 0%
    - c. Told me to deal with it myself 3%
    - d. Nothing 26%
    - e. Other 26%
  7. Have you bullied another student in the past year?
    - a. Yes 31%
    - b. No 69%
  8. How did you bully that person?
    - a. Physically hit them 18%
    - b. Teased them or called them names 27%
    - c. Excluded them 14%
    - d. Threatened or intimidated them 5%
    - e. Took or damaged their belongings 0%
    - f. Harassed them 18%
    - g. Other 36%
  9. Why did you behave this way?
    - a. Don't like the person 32%
    - b. The person is different than me 5%
    - c. To impress someone else 14%
    - d. You enjoy bullying others 5%
    - e. You don't know why 23%
    - f. You feel your victim deserved it 5%

- g. Other 45%
10. How often do you see someone get bullied at our school?
    - a. Every day 20%
    - b. Most days 20%
    - c. Once or twice a week 14%
    - d. Occasionally (less than once a week) 47%
  11. What type of bullying do you witness?
    - a. Hitting, slapping, or kicking 24%
    - b. Teasing or name calling 72%
    - c. Threatening or intimidating 24%
    - d. Purposely excluding someone 30%
    - e. Harassment of others 26%
    - f. Other 12%
  12. What are most likely to do when you see someone being bullied?
    - a. Tell a staff member 54%
    - b. Ask the bully or bullies to stop 18%
    - c. Join in 0%
    - d. Nothing 8%
    - e. Step in if it's a friend, don't get involved if I don't know the people 20%
  13. Most bullying at school happens...
    - a. When no adults are around 64%
    - b. When adults are around, but not looking 26%
    - c. Quietly in front of adults so they don't notice 6%
    - d. Right in front of adults where they should notice 4%
  14. How much of a problem would you say bullying is at our school?
    - a. A serious problem 26%
    - b. Somewhat of a problem 62%
    - c. No problem at all 13%
  15. How safe do you feel at school?
    - a. Always very safe 45%
    - b. Safe in some areas, but not others 29%
    - c. Somewhat safe 22%
    - d. Never very safe 4%

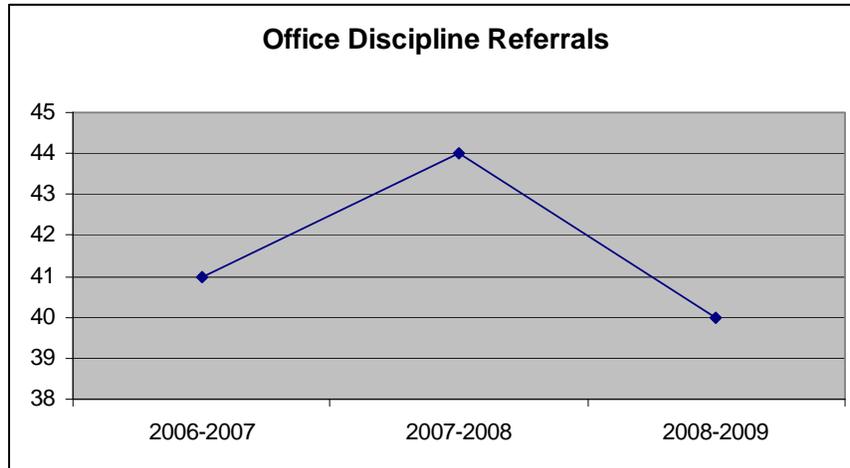
School Survey Analysis: In general, most students feel that bullying is somewhat of a problem at Holley School. Most students have themselves been bullied, and the playground is indicated as the most popular place for this inappropriate behavior. The vast majority of bullying consists of teasing or name calling.

Discipline: Holley School implemented the Positive Behavior Supports program in the 2002-2003 school year and in the 2006—2007 school year, we

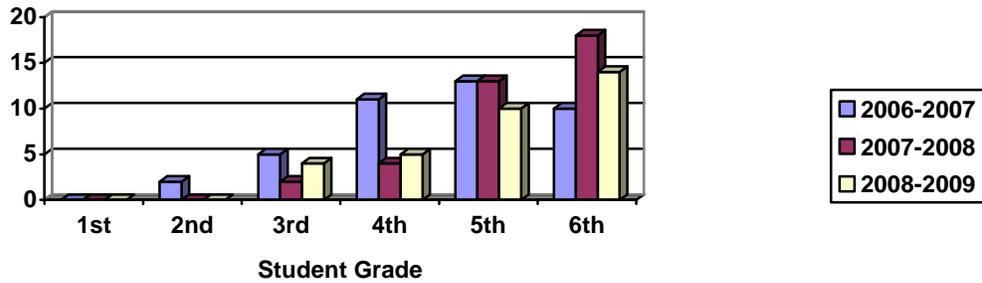
switched to our local ESD behavior tracking system. The following graphs illustrate data collected from the 2008-09 school year:



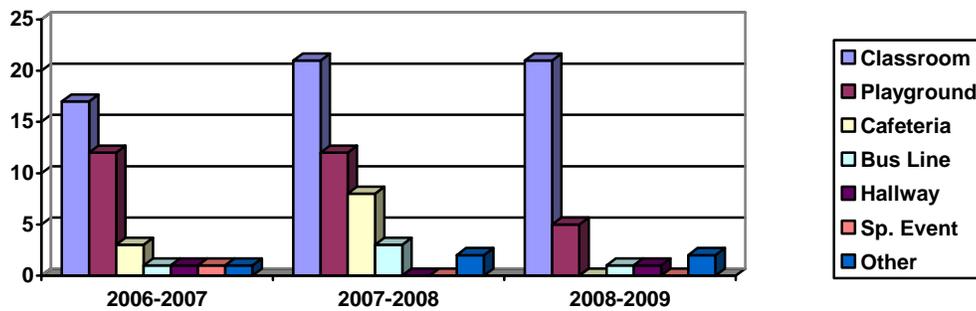
There were 40 office discipline referrals in the 2008-09 school year, compared to 44 in 2007-08 and 41 in 2006-07.



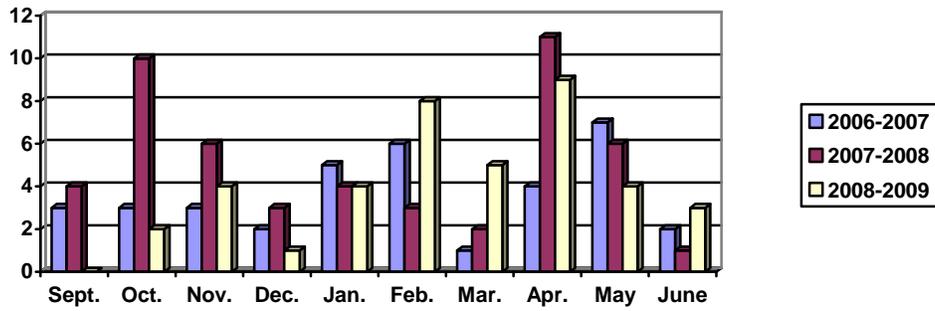
### Office Discipline Referrals by Grade Level



Incidences by location:



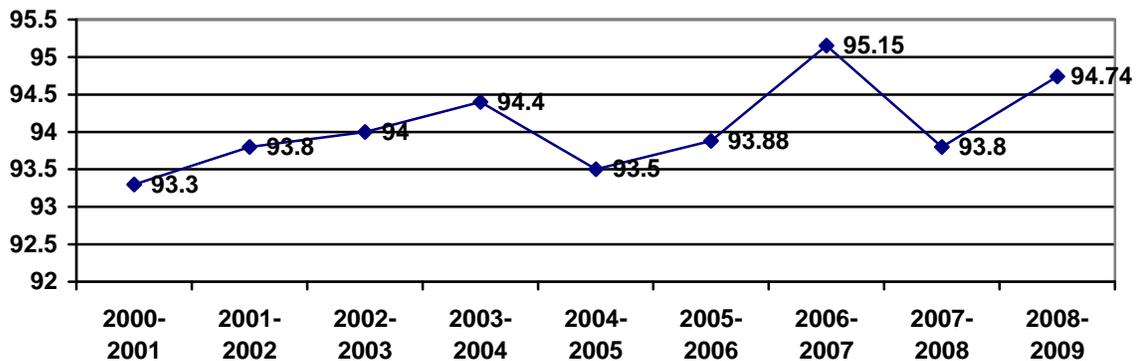
Incidences by month:



**Discipline Analysis:** 90% of students had no office discipline referrals in 2008-2009. The pattern of Office Discipline Referrals (ODRs) indicates that more referrals happened at the higher grade levels. Referrals peaked in January and February (after winter break) and again in April (after spring break). Defiance appears to be the area of greatest concern in 2008-2009.

**Attendance:** The student attendance rate was for 2008-2009 was 94.74%, slightly higher than in the previous year. We tracked classes with perfect attendance with a large bulletin board by the main interest; the principal recognized classes with twenty days of perfect attendance with a root beer float party. The ESD attendance resource person worked with students and their families to improve attendance. The secretary makes daily calls on students who are not present. Additionally, daily physical education was provided this year by a certified PE specialist.

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
96.78%	95.12%	93.57%	93.67%	95.81%
<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
92.70%	94.92%	95.24%	94.15%	95.84%

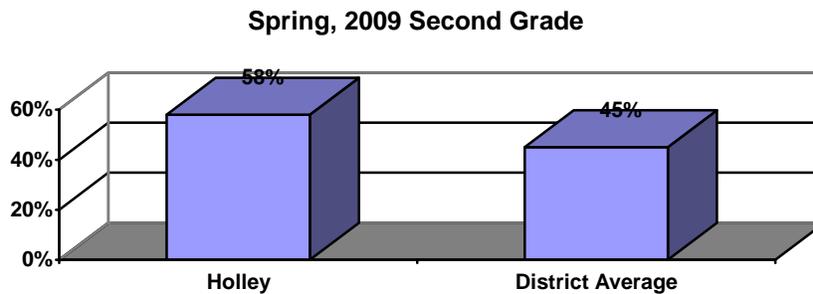
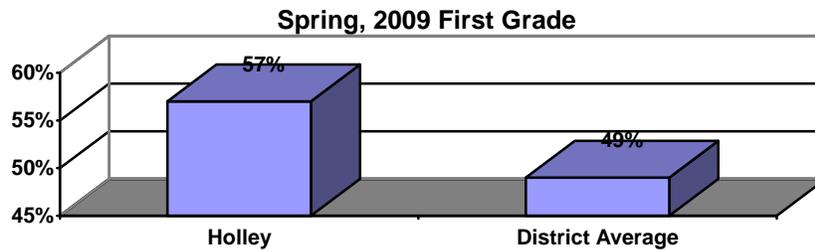


Attendance Analysis: The month of February appears to have the lowest attendance rate. The practices to encourage attendance appear to be effective so we will continue these. We will, however, continue to think of new and creative ways to promote student attendance. We will also encourage proper sanitation and physical education to promote the health and well-being of our students.

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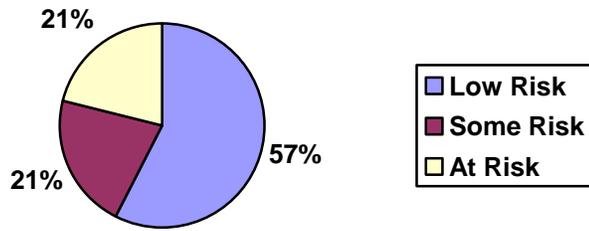
## Student Academic Achievement

DIBELS: We use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to monitor primary students' progress in reading. The following charts show the percent of students who demonstrated that they had "established" oral reading fluency for their grade level in the spring of the year.

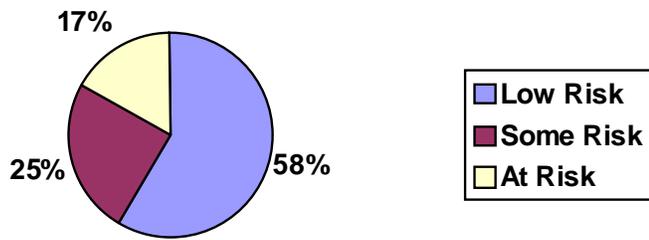


Based on May, 2009 DIBELS scores, the likelihood of achieving literacy goals for our students are shown in the pie graphs below.

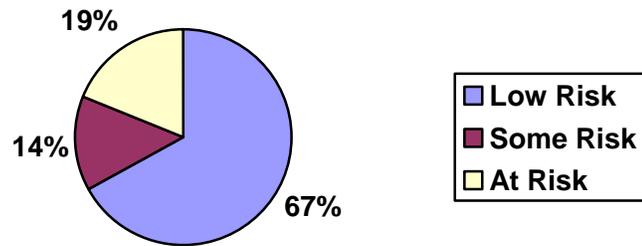
### Grade 1



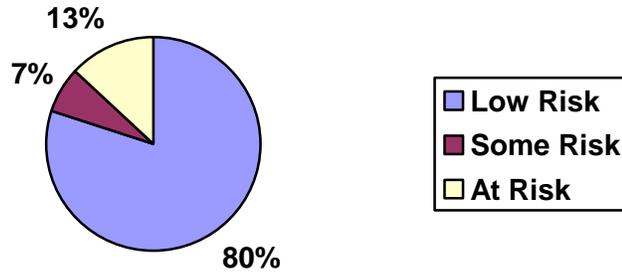
### Grade 2



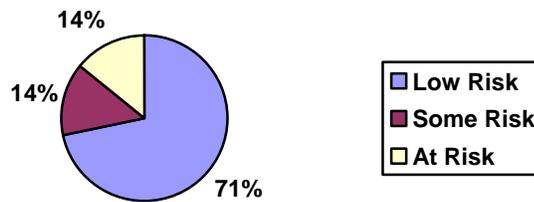
### Grade 3



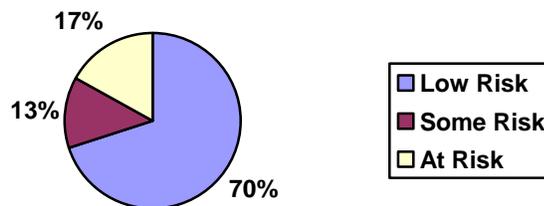
### Grade 4



### Grade 5

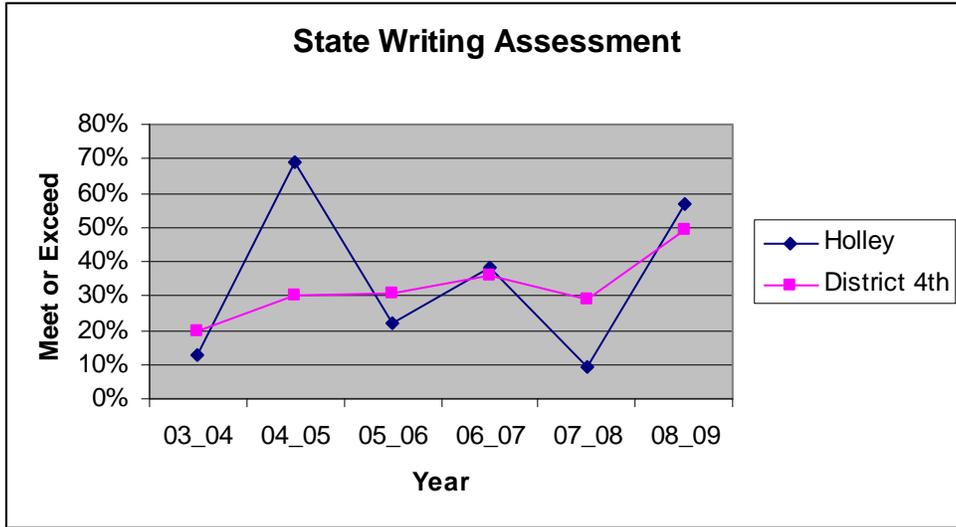
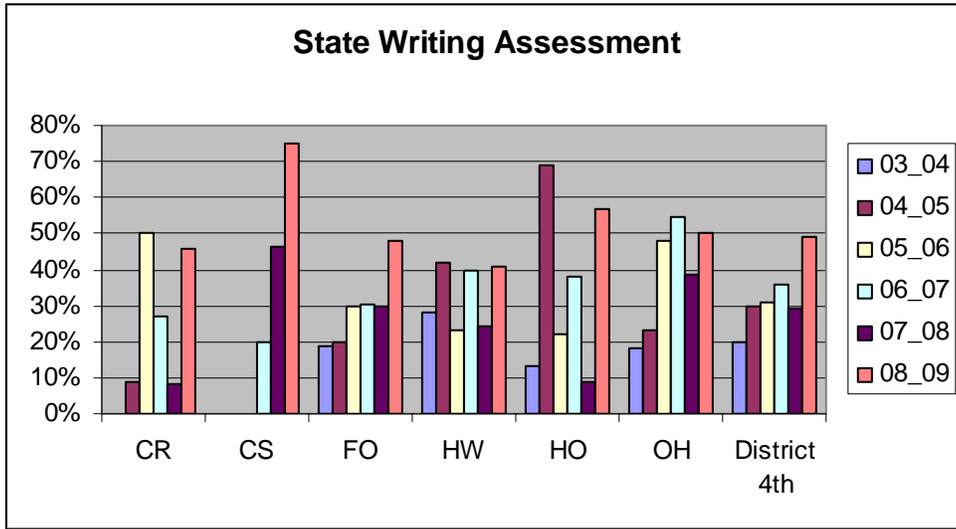


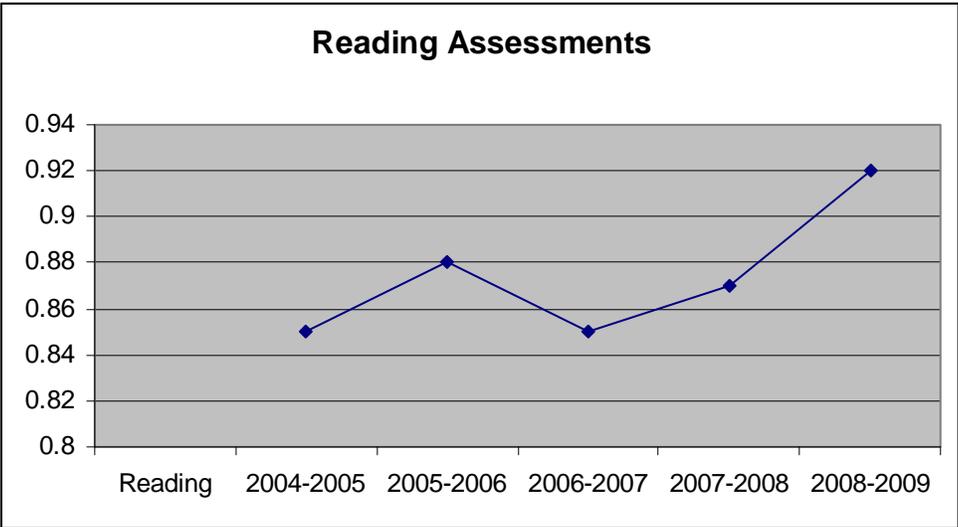
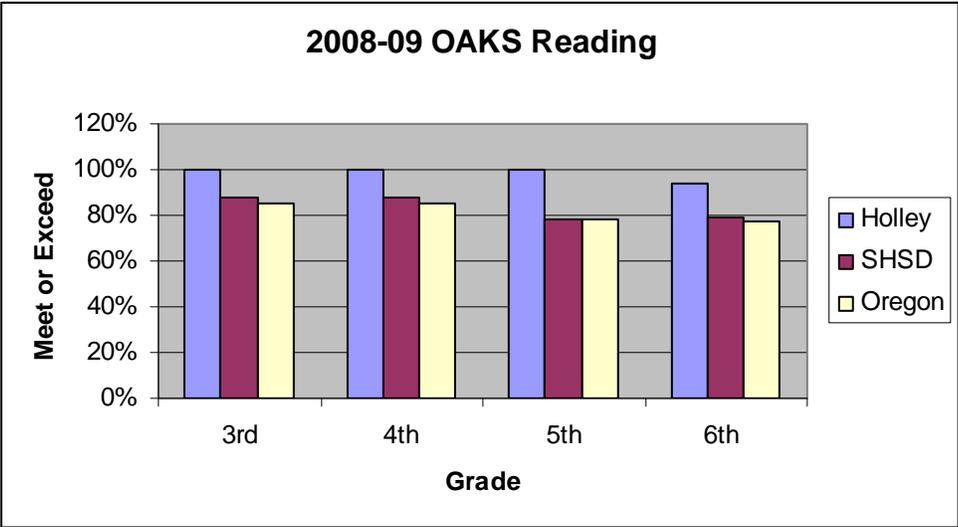
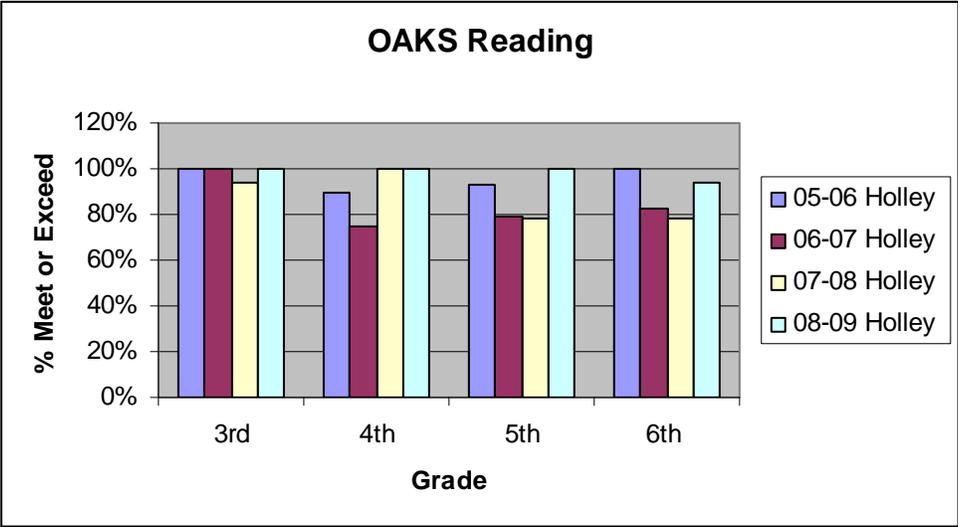
### Grade 6

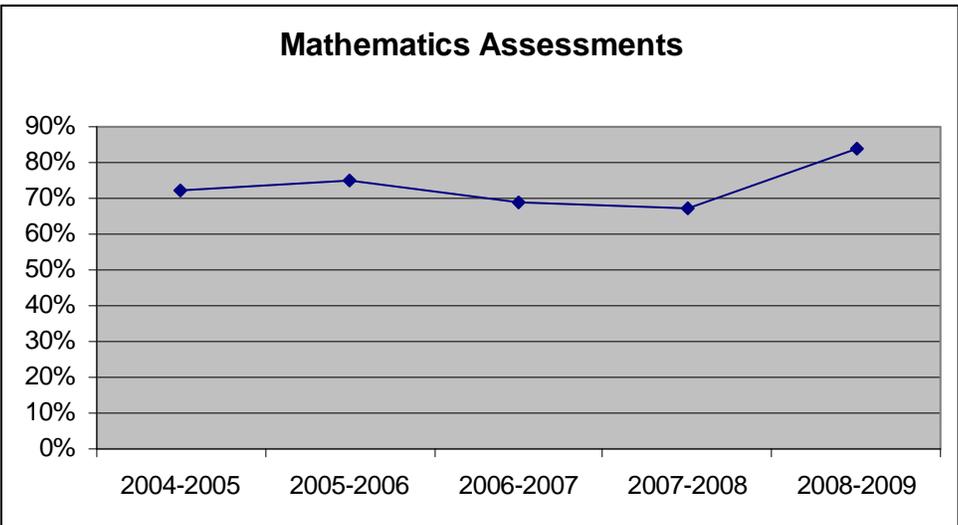
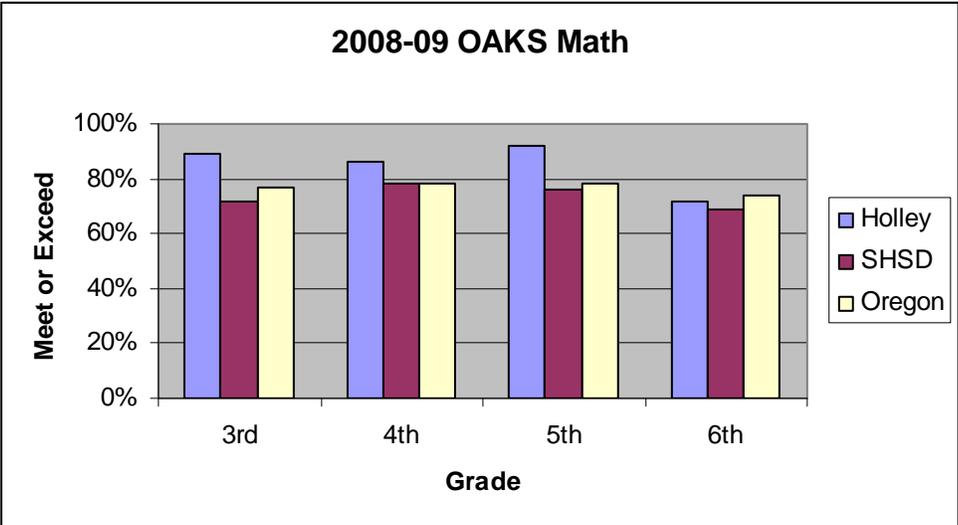
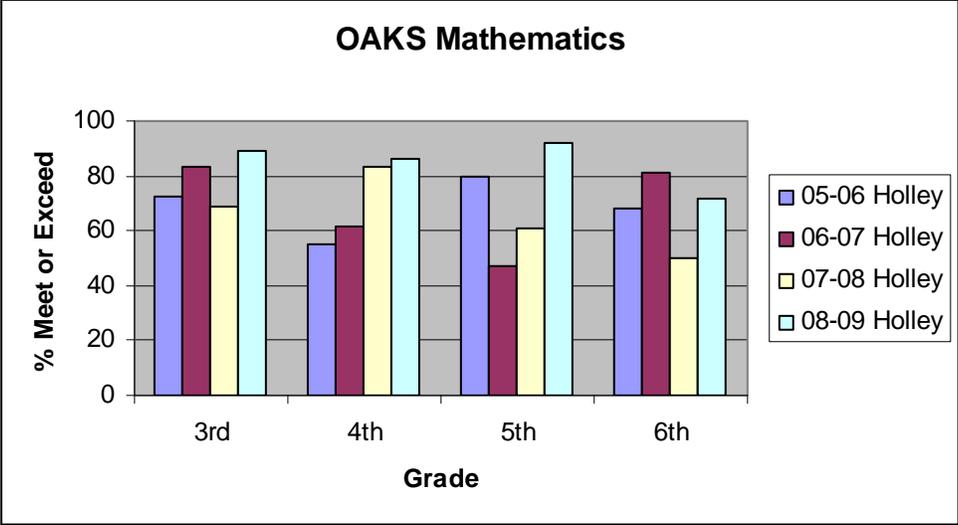


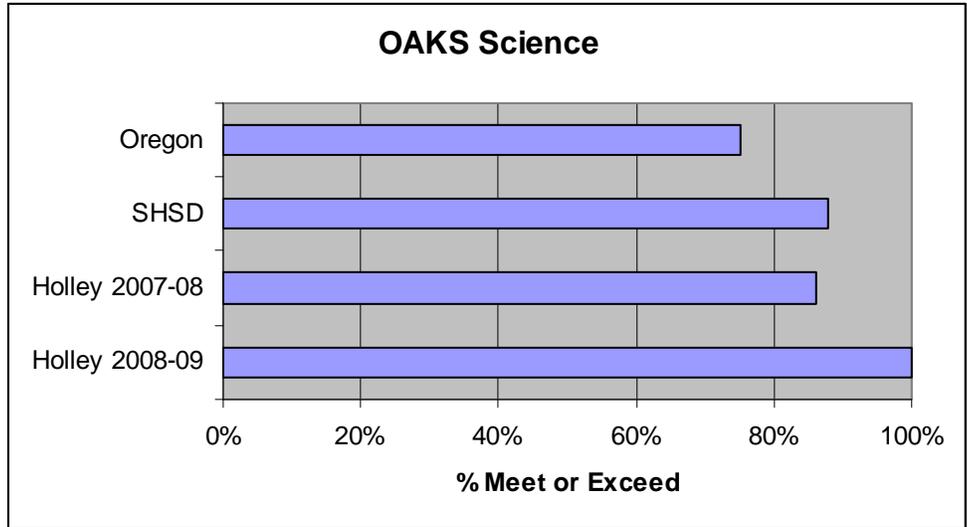
DIBELS Analysis: In 2009, the percent of students with established oral reading fluency at the end of first grade is above the district average. At second grade, the percent is very high and well above the district average.

Oregon Assessment of Knowledge and Skills









State Assessment Analysis: Reading scores continued to be strong and above state average at all grades. Writing scores were significantly improved in 2008-09 over 2007-08. Mathematics improved at all grade levels, although slightly below the state average in sixth grade.

Participation Analysis: Holley has strong participation at 100% for reading and math. Two students participated in the Extended Assessments.

Annual Yearly Progress: AYP was met in all areas at Holley Elementary School.

## Curriculum

### Reading Curriculum:

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Basal	Houghton-Mifflin						
Supplemental	Early Reading Intervention						
Supplemental		ReadWell					
Supplemental		Phonics for Reading					
Supplemental		Read Naturally					
Intervention		Reading Mastery Plus					

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Intervention		Earobics					
		Great Leaps					
Intervention					Rewards		
Other		Accelerated Reading					

**Math Curriculum:**

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Basal	Harcourt	Harcourt	Harcourt	Harcourt	Harcourt	Harcourt
Basal						SMc OR Focus
Intervention	Math Triumphs					
Other	Accelerated Math					

**Writing Curriculum:**

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Basal	Houghton-Mifflin					
Supplemental			Interact Fundamental Steps			
Supplemental					Interact Basic Steps	
Supplemental	Culham 6+1 Trait Writing					
Supplemental			Write Away	Write on Track	Writer's Express	All Write

**Curriculum Analysis:** In 2005-2006, the District implemented a new language arts curriculum, Houghton-Mifflin. This is a scientifically researched based program with a strong phonics base. The district also identified high quality supplemental and intervention reading curricula for use when the basal is not sufficient or appropriate. In the fall of 2007, the district purchased Ruth Culham's 6+1 Trait Writing materials and training DVD's to supplement the Houghton-Mifflin language arts basal. In 2008, the district researched effective math interventions. Additionally, the district adopted the SMc Oregon Focus Curriculum for secondary students; Holley will begin the program with 6<sup>th</sup> graders in fall, 2009.

Beginning in fall, 2009 the district will have a part-time Teacher on Special Assignment (TOSA) for mathematics and writing. We would like to continue to improve achievement in these areas.

Physical Education:

This school year, Holley benefited from the PEEK-8 grant. Performance measures were chosen from NASPE appropriate practices:

1. At least 50% of PE activities are designed to promote students' physical and cognitive development. Local measure to monitor progress: Lesson plans from PE teacher with activities so marked reviewed and tabulated weekly by the building principal.
2. At least 25% of PE lessons provide opportunity to develop affective skills. Local measure to monitor progress: Lesson plans from PE teacher with activities so marked reviewed and tabulated weekly by the building principal.
3. 100% of PE lessons are designed to encourage active participation for every child for at least 50% of the PE time. Local measure to monitor progress: Lesson plans from PE teacher with active participation lessons so marked reviewed and tabulated weekly by building principal.
4. The formation of groups and partners is accomplished in ways that preserve dignity and self-respect of every child 100% of the time. Local measure to monitor progress: Classroom observation of lessons by principal monthly.
5. A field day and at least one other special event is designed & implemented during the school year where 100% of students can participate in physical activities and have fun. Local measures to monitor progress: Written special event plan in place by November 1, 2008 and field day plan in place by May 15, 2009. Student self-assessment survey on their perceived level of participation and fun carried out within one week of each event.

<b>Appropriate Practice</b>	<b>Performance Measure</b>	<b>Progress Monitoring</b>
<i>1. Facilitate Cognitive Development</i>	At least 50% of PE activities are for students' physical <u>and cognitive development</u> .	Principal & trainer collected data from all teacher PE lesson plans every other month class observation.
<i>2. Develop Affective Skills</i>	At least 25% of PE lessons provide opportunities to teach social skills and responsibility.	

3. <i>Active Participation for Every Child</i>	All PE lessons are designed to encourage active participation for all children for at least 50% of the PE time.	
4. <i>Forming Groups/Partners</i>	Groups and partners are formed in ways that preserve dignity and self-respect of every child 100% of the time.	
5. <i>Field Days/Special Events</i>	A replicable field day is designed & implemented where 100% of students can participate in physical activities and have fun.	Field Day was conducted June 9 <sup>th</sup> , 2009.

We primarily used job-imbedded professional development where we contracted with an expert physical education teacher/trainer to provide in-class modeling, co-teaching and coaching. The teacher/trainer also provided direction and feedback on lesson planning, field day planning, and overall school program planning for physical activity.

The activities we chose conform to the National Staff Development Standards for Staff Development ([www.NSDC.org](http://www.NSDC.org), 2001). Specifically, the NSCD best practice standards that aligned well with our planned staff development activities are:

- Organizes adults into learning communities whose goals are aligned with those of the school and district.
- Uses learning strategies appropriate to the intended goal.
- Deepens educators' content knowledge, provides them with research-based instructional strategies . . .

We provided adequate support to teachers from an expert trainer over an extended period of time. The support will include feedback and reflection on implementation of new teaching strategies and school wide practices.

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## Technology

There is ratio of internet-connected student use computers to students is 1 to 3.5. Each teacher has an internet-connected computer for their administrative use. In some cases, students also have access to those teacher computers for instructional purposes. All classrooms have ceiling-mounted

computer projectors and document cameras. Two sets of student response systems (“clickers”) have recently been purchased this school year.

We have technology-based programs that are used extensively including:

- Earobics: This is a phonics-based program that supplements reading instruction. We have both early primary versions as well as CD’s for older students with reading difficulties.
- Accelerated Reading: This is a program that tracks the books students have read including the reading level of the book and how well the student comprehended the content. This program, with rewards and recognition for points earned, motivates students to read more. We have this available for grades 1 through 6.
- Accelerated Math: This is a program that provides individual independent practice for students on designated math skills and tracks student progress. We have this available for grades 1 through 6. Teachers also recognize and reward student progress on math “objectives” which most students find motivating.
- Library: The library has an automated card catalog with a local area network within the school.
- Other: We have several other game-based programs teachers assign to reinforce a variety of academic content and cognitive skills.

Technology Analysis: The computer-to-student and computer-to-teacher ratios and library media are fairly good. The keyboarding lab has very old equipment but it is sufficient for that use. One large challenge is funding a replacement schedule for computers while acquiring new technology such as Smart Boards and individual student signaling devices.

The schematic on the following page illustrates where computers and accessories are located at Holley School, and lists our current technology needs.

**Opportunity Room**

Dell (windows XP)  
 2 iMac  
 Quim 2000  
 Dell (windows 2000)  
 HP voetra  
 Laser printer (poor quality)  
 Inkjet printer

**4<sup>th</sup>/5<sup>th</sup> Grade**

1 eMac (admin)  
 4 iMac (student)  
 HP Laserjet printer  
 Lexmark printer  
 AM scanner  
 Projector

**Library**

iMac (admin)  
 4 eMac  
 2 iMac (old, 1 not internet connected)  
 Compac/Antec  
 HP 4/1 Office Jet T45  
 Laptop w/Projector on cart  
 Digital camera

**Office**

2 Dell (admin)  
 PowerMac G3  
 HP LaserJet 4250  
 Fax

**1<sup>st</sup>/2<sup>nd</sup> Grade**

1 e-Mac(admin)  
 2 e-Mac (student)  
 HP LaserJet 3600N  
 Projector  
 Digital camera

**Resource Room**

HP Compaq (admin)  
 Deskjet 840C  
 PowerMac G3  
 EMac  
 HP LaserJet 1320

**3<sup>rd</sup>/4<sup>th</sup> Grade**

1 eMac (admin)  
 3 eMac (student)  
 PowerMac G3 &  
 monitor  
 Brother Printer (non-  
 networkable)  
 AM Scanner  
 Projector

**Speech Room**

i-Mac (speech admin)  
 Compaq v500

**5<sup>th</sup>/6<sup>th</sup> Grade**

iMac (admin)  
 4 eMac (student)  
 Brother printer  
 AM Scanner  
 Projector  
 Digital camera

**Computer Lab**

5 iMac  
 1 eMac  
  
 1 Powermac 5260  
 1 Gateway E4200  
 2 PowerMacG3  
  
 AR/AM server

**Keyboarding**

2 Power Mac5400/180  
 2 Mac LCIII  
 1 Mac LC 580  
 2 Mac LC 550  
 1 Mac LC575HP  
 5 older Mac G3  
 1 Power Mac 5400/120  
 LaserJet 5MP printer

## SCHOOL GOALS

Based on the overall school needs assessment, we established goals in three areas: writing, student-to-student respect, and attendance.

**Goal 1:** Improve student writing achievement to exceed state averages for the percent of students meeting standards by June 2011 as measured by the Oregon Assessment of Writing.

**Goal 2:** Improve student-to-student respect to decrease the amount of students reporting being bullied at school from 60% to 25% or less.

**Goal 3:** Improve student attendance rate at or above 96% annually through June, 2011. Improve student writing achievement to exceed state averages for the percent of students meeting standards by June 2011 as measured by the Oregon Assessment of Writing.

## ACTION PLAN

Objective(s)	Activities	Responsible	Timeline	Measurement
Teachers participate in at least 2 staff development opportunities related to effective writing instructional strategies.	<ul style="list-style-type: none"> <li>• Writing workshops</li> <li>• Coaching</li> <li>• Collaboration</li> </ul>	Principal, TOSA	Within two years	Workshop sign-in, review of TOSA plans
Teachers collaborate on successful strategies for teaching writing strands at least monthly.	<ul style="list-style-type: none"> <li>• TOSA coaching and in-service</li> </ul>	Principal, TOSA	Monthly	Meeting Agendas & minutes
Teachers are highly familiar with grade level standards & have year plans for instruction	<ul style="list-style-type: none"> <li>• Standards review &amp; congruent year plan</li> </ul>	Principal	Each fall	Year Plan (Scope-and-Sequence)
75% of students meet grade level expectations	<ul style="list-style-type: none"> <li>• Instruction for all writing traits</li> </ul>	Teachers	By 5/11	Statewide writing assessment, scored tasks at benchmark level

Improve student-to-student respect to decrease the amount of students reporting being bullied at school from 60% to 25% or less.

<b>Objective(s)</b>	<b>Activities</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Measurement</b>
Office discipline referrals for student-to-student disrespect will decline.	Implementation of 1 social skills curriculum per grade: Second Step, Steps to Respect or Life Skills Training.	Counselor	By the end of December of each year.	Notation in counselor plans.
Playground and cafeteria monitors will use best practice in preventing and responding to student-to-student disrespect.	PBS in-service	Principal	Monthly	Workshop agendas
PBS Team will identify & implement at least 2 additional activities to address the issue.	PBS Team meeting discussions.	Principal	Monthly	Detail of implementation plan

Improve student attendance rate at or above 96% annually through June, 2011.

<b>Objective(s)</b>	<b>Activities</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Measurement</b>
Students will continue to receive 30 minutes of PE instruction daily.	Schedule regular time and place for PE for 30 minutes per week	Principal	Annually	School master schedule
Teachers will encourage active participation for every child.	All PE lessons are designed to encourage active participation for all children for at least 50% of the PE time.	Teachers	Daily	Lesson Plans, observations
Students will be encouraged to attend school even if they do not earn field trip incentives (Rio, Splash, etc.)	Letters home, phone calls to parents, PBS activities as discussed	Principal	Two times per year, May/June	Copies of newsletter, letters home, phone log