

SSCS ANNUAL REPORT

School Improvement



Title III Improvement Plan

FOUR RIVERS COMMUNITY SCHOOL

2012

Area of Concern: AMAO 1-Students need to progress at least one level of proficiency each school year.

Four Rivers Community School is a dual language immersion school (Spanish/English) with a 50/50 week at a time model. The school began in 2003 with grades K-1 and has now grown to a K-8 model with approximately 250 students and approximately 40% are identified as English Language Learners. Four Rivers Community School currently uses GLAD and SIOP as models for sheltered instruction.

The dual language model of FRCS is based on the work on Virginia Collier and Wayne Thomas of George Mason University. Their research entitled *The Astounding Effectiveness of Dual Language Education for All* in the NABE Journal of Research and Practice Winter 2004. “Our longitudinal research findings from one-way and two-way dual language enrichment models of schooling demonstrate the substantial power of this program for enhancing student outcomes and fully closing the achievement gap in second language (L2). Effect sizes for dual language are very large compared to other programs for English learners (ELL’s). Dual language schooling also can transform the experience of teachers, administrators, and parents into an inclusive and supportive school community for all. Our research findings of the past 18 years are summarized here with focus on ELLs’ outcomes in one-way and two-way, 50:50 and 90:10, dual language models, including heritage language programs for students of bilingual and bicultural ancestry who are proficient in English than in their heritage language.” The language goal for Four Rivers Community School is to produce biliterate (reading, writing, and speaking) students by grade 8.

Strengths:

Four Rivers Community School has many strengths specifically in the area of student achievement and teacher practices.

- ✓ FRCS has met AYP for 3 years for all students including ELL students
- ✓ FRCS is graduating biliterate students at 8th grade, 95% have already achieved their foreign language credits before entering high school and 75% have gained college level credits
- ✓ FRCS teachers actively participate in data teams and use formative assessments to track student progress
- ✓ FRCS teachers recommend students for “Academic Academy” based on real time formative assessments to bridge the gap between instruction and knowledge gained
- ✓ FRCS teachers continually monitor progress of ELL students in their ELD classes through a working Google Doc to make sure students are continually being taught at their instructional level
- ✓ FRCS met all other targets of AMAO and celebrated the achievement of exiting ELL students at almost twice the state requirement in 2010-2011
- ✓ FRCS has continuously increased Math and English Language Arts scores over the past 3 years. In Math ELL students at FRCS has increased an average of 8 percentage points and in English Language Arts, ELL students at FRCS have increased an from 46% meeting in 2007-2008 to 72% meeting in 2010-2011
- ✓ FRCS provides comprehensible core content through dual language immersion

Our Staff:

Our staff is comprised of practicing professionals in ESL methods, bilingual education, GLAD, SIOP, and literacy. Our staff is known for continued education and diversity. Our staff is comprised of:

- *1 Executive Director-M Ed with an ESL background, former ESL teacher, and beginning a doctoral program
- *1 Student Services Director-EdS with middle level endorsements
- *Kindergarten-MS in Early Childhood Education, BA in Bilingual Education
- *1st-BA in Bilingual Education
- *1st BA in Elementary Education and working on Masters in Literacy
- *2/3-MS in Reading, BA in Bilingual Education
- *2/3-BA in Bilingual Education, working on MS in Literacy
- *4/5-BA in Elementary Education with math endorsement
- *4/5-BA in Spanish and Mexican American Studies
- *Reading TOSA-BA in Psychology, Elementary Education and finishing Masters in Literacy
- *6,7,8, Language Arts, MS in Reading, Finishing doctoral program
- *6,7,8 Mathematics, MS degree and BA in Elementary Ed
- *6,7,8 Social Science and Science BA in Elementary Ed

Administration and Leadership

FRCS provides a wide array of opportunities for school leadership to provide feedback, communicate values, and monitor performance in ELD classrooms:

- Teachers participate in bi-weekly data teams; looking at formative data to inform their instructional practices
- The Executive director routinely conducts informal observations via “walk-throughs” followed by feedback to teachers
- The Student Services director works with students who are falling below a C in core content classes. The student services director works with teachers to create support for students through plans of assistance. Students meet with the director on a regular basis and the plans of assistance are communicated to parents.
- Through its partnership with Eastern Oregon University, FRCS also provides an instruction coach who is an education professor with the university. This position is non-evaluative and supports teachers through professional development opportunities as well as instructional strategies.

English Language Development/Spanish Language Development

As a dual language immersion school, it is imperative that we use an innovative approach to the English Language Development time that is mandated for all students identified as English Language Learners. Four Rivers Community School has designed ELD/SLD blocks of time for second language acquisition for all students.

In grades K-3, FRCS provides second language instruction for each student at the

student's proficiency level. English Language Learners are grouped by their proficiency level as determined by Woodcock Muñoz for initial identification and ELPA scores after the first year. Teachers create their language acquisition lessons using the Oregon Standards for English Language Proficiency. Teachers supplement with *REACH* (National Geographic School Publishers), language games, and experiential learning. This language block is 1 hour in length and meets twice a week.

In grades 4-8 FRCS continues to provide second language instruction for all students. ELL students are grouped by their proficiency level as determined by ELPA and use the *Inside* (National Geographic School Publishers) curriculum with laptops for each ELL. Students are progress monitored using *Inside's* e-assessment. At the same time native English speakers are divided into Spanish language proficiency groups and have second language instruction using Hampton Brown's *Bien Dicho!* and teacher created curriculum. This language development block is 40 minutes long and meets four times per week.

Our K-3 supplemental materials, *REACH*, is aligned with the *Inside* program that we are using for our ELL students in grades 4-8. We have been using *Inside* for two and a half school years and have seen increases in our AMAO's at those grade levels. Our data shows that we have more intermediate students (grades 4-8) meeting AYP, exiting ELD, and progressing proficiency levels at a faster rate than our primary students. We recognize that the process of progression and exiting is naturally slower for our primary students due to the dual language immersion process and developmental readiness; thus creating a challenge to meeting AMAO targets.

Through ongoing data analysis of 2010-2011 we began targeting K-3 AMAO 1 for the

2011-2012 school year. One of the challenges in a dual language immersion model is that language acquisition is slower in the primary grades due to students still developing strong foundations in their native language. Students typically stay at the same proficiency level for a couple of years in grades K-3, but gain proficiency levels at a faster pace in grades 4-8 sometimes gaining two to three proficiency levels in a year.

Through our experience and success of moving students in grades 4-8 up and average of one or more proficiency levels each year, we began using supplemental materials from Rosetta Stone for our K-3 English Language Learners in January 2012 with our Title III funds. This web-based program was taught by ELD teachers for 1/2 of the language block to support K-3 Language Learning using a medium that is similar to the Oregon ELPA test. This includes listening and speaking using headphones with attached microphones. This web-based program also has reporting components that will give teachers formative data to guide their planning and instruction. The Rosetta Stone program will be used on the 17 netbooks already purchased last year as well as 13 additional netbooks noted in this budget. Headphones were purchased from AIR, the company that distributes ELPA headsets to help students adapt to speaking into a microphone.

In addition to our innovative ELD and SLD classes, FRCS introduced a new option to our primary grades program in the fall of 2008. This option includes the addition of Progressive 1st. This is an intermediate grade between Kindergarten and Academic 1st grade. Students are recommended for the program as they complete their kindergarten year. Parents, teachers, and administrators work hard throughout the kindergarten year to assess students so that together we

can make the best academic selection for each student. Students can be referred for this program based on: social/emotional development, academic development, native language acquisition, and/or parent preference. This is a great option for ELL students that are having a hard time acquiring a solid native language foundation. It can provide students with an extra year of sheltered instruction at the first grade level with a cohort of peers and a class size of 12-15 students.

Assessment Results

AMAO 1

During the 2007-2008 reporting year FRCS did not meet AMAO Criterion 1 with 35 % of ELL’s advancing 1 proficiency level. In 2008-2009 FRCS met AMAO Criterion 1 with 64% advancing at least 1 proficiency level. In 2009-2010, FRCS has 46% of ELL students advance 1 proficiency level. In 10-11 FRCS ELL students experienced some growth. AMAO 1 increased 3%, but fell three students short of meeting.

Data Year	AMAO 1 Adjusted Percentage	AMAO 1 Designation
2007-2008	34.8	N
2008-2009	63.9	N
2009-2010	46.1	N
2010-2011	49.3	N

AMAO 2a

AMAO 2a has less comparison data due to calculation changes with the Federal Notice of Interpretations of 10.17.2008. Beginning with AMAO 2a data year 2009-2010, FRCS had 7.7%

of ELL students attaining proficiency in accordance to AMAO Criterion 2a, and increased to 17.8 in 2010-2011. This met the required 15.5%.

Data Year	AMAO 2a Adjusted Percentage	AMAO 2a Designation
2009-2010	7.7	N
2010-2011	17.8	M

AMAO 2b

AMAO 2b has less comparison data due to calculation changes with the Federal Notice of Interpretations of 10.17.2008. In the 2009-2010 data year, FRCS did not meet AMAO Criterion 2b for the number of students exiting the ELL program within five years. The percentage for 2009-2010 was 14.7. In 2010-2011, FRCS had 41.6 percent of ELL students meet AMAO 2b and met the Target Value.

Data Year	AMAO 2b Adjusted Percentage	AMAO 2b Designation
2009-2010	14.7	N
2010-2011	41.6	M

FRCS also met in 3 of the 4 criteria for AMAO Criterion 3., AMAO 2A increased 10% and MET, AMAO 2B increased 27% and MET. After analyzing the 10-11 data by grade level we know that there is a significant difference between our K-3 ELL students and our 4-8 ELL students on AMAO1. We know that dual language immersion programs take longer to show growth and can explain the variance between the two groups. However, we know there is more growth needed to meet AMAO's and believe we can strengthen our K-3 opportunity by using

programs that implement listening and speaking through technology as a supplement to high quality instruction provided by our highly effective teaching staff.

Along with our data analysis we looked at the strand data provided by K-3 ELPA results for our ELL students. We have also included the most recently released 11-12 data to help us look at our trends.

K-3 ELPA Results by Strand

Data Year	# students	Grade Level	Reading	Writing	Listening	Speaking	Comp	Illoc	Gramm
09-10	12	K	478	479	483	486	481		
10-11	11	K	486	482	488	491	487	494	495
11-12	8	K	446	480	494	438	431	502	501
Average			480	488	472	466	498	498	498

Data Year	# students	Grade Level	Reading	Writing	Speaking	Listening	Comp	Illoc	Gramm
09-10	16	1	503	507	490	505	504		
10-11	17	1	508	507	500	506	507	496	497
11-12	18	1	507	503	517	489	507	515	515
Average			506	506	502	500	506	506	506

Data Year	# students	Grade Level	Reading	Writing	Speaking	Listening	Comp	Illoc	Gramm
09-10	12	2	512	513	502	512	512		

10-11	9	2	508	506	513	506	507	509	509
11-12	12	2	508	512	468	506	471	503	504
Average			509	510	494	508	497	507	507
Data Year	# students	Grade Level	Reading	Writing	Speaking	Listening	Comp	Illoc	Gramm
09-10	8	3	517	515	509	514	516		
10-11	12	3	522	520	522	516	518	509	511
11-12	10	3	516	519	511	509	512	510	504
Average			518	518	514	513	513	510	508

After analyzing our data by strand we were not able to identify any trends in K-3 that would identify a weakness in the program based on any one particular strand. We have identified the challenge in meeting AMAO 1is with our primary grades and the development process and second language acquisition in the early years.

Plan of Improvement:

With all of the data analysis directing us to our K-3 students, we will allocate our Title III resources, professional development and leadership in this area. We will do this by:

- T Providing refresher courses for all staff in GLAD, SIOP, and Rosetta Stone
- T Provide an opportunity for all teachers and administrators to attend the Oregon Association of Bilingual Education Conference
- T Arrange data teams specifically targeted to ELL students using individual strand data
- T Use Rosetta Stone on-line for primary students
- T Provide more targeted learning opportunities for parents

Parents as Teachers:

Four Rivers Community School keeps parents actively involved throughout the year offering every meeting bilingually. Meetings include: Fall open house, academic content grade level meetings (Benchmark, writing, prep school orientation, math, school progress meetings (AYP, Title I, Title III), Craft and dinner night, art sale and BBQ. Parents also participate in over 20 school related committees throughout the school year.

Parents are kept informed of their child's celebrations and challenges through phone calls, emails, postcards, on-line access to grades (6-8), and drop off and pick up time where students are greeted and released by teachers and administrators. During the data analysis and Title III plan development we also had a parent representative from our academic committee. She has 2 children that currently attend FRCS and one that has graduated from our program. Her children are identified as ELL.

Parents are also provided an opportunity to provide feedback and suggestions about our plan and program anytime but specifically during the "School Progress" Meeting.

SMART Goals

1. Four Rivers Community School will increase the use of sheltered instruction models by providing refresher courses to all administrators, teachers, and paraprofessionals. The refresher courses will be offered in the fall of 2012 and increased implementation of sheltered instruction will be measured by the administrator using lesson plans, observations, data team notes, and evidence in the classroom environment.
2. Four Rivers Community School will provide an opportunity for teachers and administrators to attend the OABE conference. This conference will provide teachers and administrators important partnership opportunities and hear best practice and research information from leading experts. Fifty percent or more of teachers and administrators will attend the OABE conference in June 2012.
3. Four Rivers Community School will have data teams specifically targeted to ELL students to analyze classroom data and implement strategies. The data teams will also include consultation from the ELD teachers and SLD teacher. This will provide additional information for the classroom teacher, ELD and SLD teacher to triangulate data. These meeting will be held every other Wednesday after school and will be attended by administration. Notes of the meeting will be the documentation for this goal.
4. Four Rivers Community School will use Rosetta Stone on-line in the primary grades, specifically for 2nd and 3rd grade (teachers report the system is too difficult for K-1 to navigate; however K-1

students that are able to use the system will be provided the opportunity). Teachers will monitor the progress of students using progress monitoring by Rosetta Stone. Teachers will use progress monitoring data at the data team meetings. The speaking strand data is very low for FRCS second graders. FRCS will increase the speaking strand of second graders from an average of 494 to an intermediate level of 508 by Spring 2013 as measured by ELPA. Note: Due to the fact that we only had two months of data from Rosetta Stone before students took the ELPA test, we do not have a baseline number yet.

5. Four Rivers Community School will provide 3 times more content-targeted learning opportunities than the previous year. FRCS provided 6 core content-targeted parent meetings in the 2011-2012 school year. FRCS will provide at least 20 core content-targeted parent meeting in the 2012-2013 school year, one per quarter, per team by May 2013 as documented by an agenda for the meeting and parent sign-in sheets. Parents will be notified of the meetings by text messaging notification, reader board, and monthly school calendar. Meeting topic examples: Kinder-Paired reading, 1st-writing process development, 2/3-preparing for benchmark, 4/5 science inquiry, 6/7/8-organizational strategies. Four meetings per team: K, 1st, 2nd/3rd, 4th/5th and 6th/7th/8th
6. Four Rivers Community School will increase AMAO 1 from 49.3 to 53 (State Target Value 2011) by May 2013 as measured by ELPA.

Monitoring

- ✓ Four Rivers Community School is continually monitoring data through data team meetings and daily grade level collaboration. Through additional administrative staff that will be attending the data meetings, we will be able to return as an administrative team and discuss the celebrations and challenges of each team as well as what additional supports they may need. The administrative staff will meet every Thursday following a Wednesday data meeting. These meetings will be documented with notes from each team.
- ✓ The administrative team will also be responsible for monitoring the progress of each of the SMART goals. This monitoring will be part of the discussion during the administrative data team meetings.
- ✓ Chelle Robins as the Executive Director will also consult with the Oregon Department of Education as its “district” regarding any additional technical assistance that may be needed.
- ✓ The Director of Student Services will monitor the grades of students and provide plans of assistance for students falling below passing in grades 6-8
- ✓ Mid-year home visits will be conducted by classroom teachers for ELL students that are not meeting academic goals

Four Rivers Community School is committed to serving English Language Learners in an innovative dual language immersion school. We will continue to conduct action research in our classroom and specifically monitor our ELL students. We know that we are meeting the end goal of Title III and AMAO's by exiting students that are English Language proficient, but it will always be difficult for us to show the required progress for AMAO 1 in a dual language model. We know that the end result of language proficiency in two languages by eighth grade outweighs the challenges of AMAO 1 not met in the primary grades and will be committed to moving students forward in language proficiency.