

## **GETTING STARTED**

- The goal of this protocol is to analyze the work done at each building site, determine the efficacy of the current district goals, and to adjust the district goals to meet the need of the student as verified from the data.

### **STEP ONE: DESCRIBING THE SCHOOL DATA**

During this portion, each team will share what the building teams have discovered about the student data. What are the observations from each site?

**Directions:** In your small group (4-6 people) share your building data (for example, SIP/Executive Summary data, OAKS, SWIS, DIBELS, STAR, etc.). What are the observations that have been made? “What do you see?” Write the key observation on the chart pack paper.

**The following are some things to consider:**

- Share observation your staff made about the data.
- What trends need explaining?
- What patterns were observed? What relationships can be made in the patterns?
- What do you notice about your minority student performance? Is there a difference between genders? Age groups? English Language Learners? Special Education?

During this period, gather as much information as possible from the data. Group members describe what they see, avoiding judgments about the quality of the data or interpretations about what the data may suggest. If judgments or interpretations do arise, ask the person to describe the evidence on which they are based.

**Be prepared to share your observations with the large group.**

**GENERAL OBSERVATIONS NOTE SPACE**  
(page two has more space for subpopulations)

**OBSERVATIONS**

Majority Students (white)

Minority students

English Language Learners

Special Education

Talented and Gifted

Age Groups

**STEP TWO: ANALYZING THE DATA**

In your small team (4-6 people total), what can you determine from the data? Discuss the observed data from each school.

- Compare the data; what are the changes?
- What questions do the data raise?
- Here are some other Bloom's Taxonomy verbs to help with the analysis: appraise, contrast, critique, differentiate, examine.

**NOTES SPACE**

**STEP THREE: INTERPRETING THE DATA**

What can be inferred from the data?

- What other information is lacking that is critical to the analysis of this data?
- What is your assessment of the data?
- What changes could you make based on this data?
- What ways can this data be used?
- Causation is difficult to demonstrate (e.g., because of X, Y occurred); however, are there clear cause and effect variables that you can determine? Any suspicions?

**NOTES SPACE**

#### **STEP FOUR: IMPLICATIONS FOR OUR PRACTICE**

- What are the implications of this work for increasing student learning?
- Based on the group's observations and interpretations, discuss any implications this may have for teaching and learning in the school. What issues have been raised about this data and how useful the data is? Any causation or suppositions?
- What other data do you need to make decisions that would impact student learning?
- Based on what you discussed, what kinds of information is relevant to the district's Continuous Improvement Plan (CIP)?
- What does our staff need in order to help students be successful?
- What will be important for our community? What information do they need and what kind of input do we need?

WRITE YOUR THOUGHTS ON THE CHART PACK PAPER TO SHARE WITH THE ENTIRE GROUP.

#### **STEP FIVE: RECOMMENDATIONS**

Whole group discussion. Each small group presents their ideas from **STEP FOUR**. After each group has presented their findings, we have to answer the following questions:

- What CIP goals need to be changed? What data are we using to justify the change?
- What CIP goals do not need to be changed? What data are we using to justify not changing?
- In what way are students achieving more than they were before? What data supports this?

This document summarizes the Medford School District’s Continuous Improvement Plan, the District Achievement Compact, and the Medford School Board goals. By imbedding the requirements of the Oregon Achievement Compact into the school district’s comprehensive improvement plan, we have one overarching plan that spans the state requirements and the school district’s goals, all of which focus on increasing student achievement. Goals written specifically to address the Oregon State Achievement Compact are noted with an “(AC)” at the end of the goal. The current School Board Goals for the District are noted with an “(SB)” along with the number of the related goal(s).

The continuous improvement process begins each spring when school staffs analyze their student performance data from the year. Using the available information, specific goals are developed to support student needs. An action plan is created for each goal. These goals are reviewed and adjusted in the fall of each year based on the finalized student performance data provided from the state. This process repeats annually so that the school district is continuously addressing student needs as those needs change over time.

### GOALS SUMMARY

STUDENTS	
Goal A.1	Curriculum implemented as designed with a focus on writing (SB 1, 3, 4)
Goal A.2	Student interventions—reading, writing, math, and behavior (AC) (SB 1, 2, 3, 4)
Goal A.3	Increase high school graduates and college enrollees (AC) (SB 2, 5)
Goal A.4	Ninth grade students credit completion (AC) (SB 1, 2, 4)
STAFF	
Goal B.1	Writing (SB 1, 4)
Goal B.2	Cultural competency (SB 2)
Goal B.3	Teaching for proficiency (SB 1, 3, 5)
COMMUNITY	
Goal C.1	District communication (SB 2)
Goal C.2	Parents as partners (SB 2)
Goal C.3	Sixth grade attendance (AC)
Goal C.4	Family support for student home life conducive to success (AC) (SB 2, 5)

## **A. SMART GOALS FOR STUDENTS**

**Goal A.1:** By June of each year, all grade level will increase the percent of students meeting or exceeding the performance standard for writing in the Medford School District as evidenced by formative in-class assessments and the state writing assessment. (SB 1, 3, 4).

**Goal A.2:** By September, each school will have established student interventions in the areas of reading, writing, math, and behavior for their students that are based on the needs of each student as evidenced by classroom performance assessments, state assessments, and various diagnostic assessments, and recorded on the student education plan. The District will increase third grade reading and mathematics achievement by three (3) percent each year until 2025 when all third grades students will meet or exceed the state standards for reading and mathematics (AC) (SB 1, 2, 3, 4).

**Goal A.3:** By 2025, all Medford Schools students will graduate from a Medford high school. In order to meet this goal, the school district will increase its District graduation rate by three (3) percent, annually. Additionally, using the National Student Clearinghouse's data regarding student college enrollment, the District will increase the number of Medford graduates entering college by two (2) percent annually until at least 40% of Medford graduates are attending a four-year college or university and at least 40% of Medford graduates are attending a community college (AC) (SB 2, 5).

**Goal A.4:** By the end of their first year of high school, all ninth grade students in Medford Schools will have completed at least six (6) credits toward graduation. Students who do not have at least this minimum requirement will be allowed to attend an extension school in order to be on track for the subsequent school year (AC) (SB 1, 2, 4)

## **B. SMART GOALS FOR STAFF**

**Goal B.1:** By June 2014, all teachers will be trained in applying the District writing standards for instruction and implement the District Writing Initiative that incorporates writing across the curriculum in each grade level as evidenced by the District writing staff development program, courses taken by staff, student assessments, and feedback by our administrative staff (SB 1, 4).

**Goal B.2:** Annually, all staff will attend a Cultural Competency training workshop and participate in their building's cultural competency training as evidenced by building school improvement plans (SB 2).

**Goal B.3:** Teachers will engage in professional development training in order to implement a proficiency based approach to assessing students on Common Core knowledge and skills as well as to report student progress toward content standards to families. (SB 1, 3, 5)

## **C. SMART GOALS FOR COMMUNITY**

**Goal C.1:** By September, the District will implement its annual communication plan that provides for frequent communication with the general public and its employees, of the district, as evidenced by documentation of frequent and varied methods of communication (SB 2).

**Goal C.2:** Annually, each school will sustain its connections to parents and patrons as partners through volunteer opportunities, school events, parent-teacher organizations (PTO), and parent outreach as evidenced by our participation in Volunteers In Medford Schools (VIMS) program, parent-teacher conferences, documented school events, surveys, PTO attendance, and parent use of district electronic media (SB 2).

**Goal C.3:** In partnership with parents, all sixth grade students will achieve 90% or higher daily attendance (AC).

**Goal C.4:** In partnership with the Medford School District, families will participate in home activities that promote student learning, support student achievement, and support student engagement in school activities (AC) (SB 2, 5).

Each Executive Summary is about 10 pages:

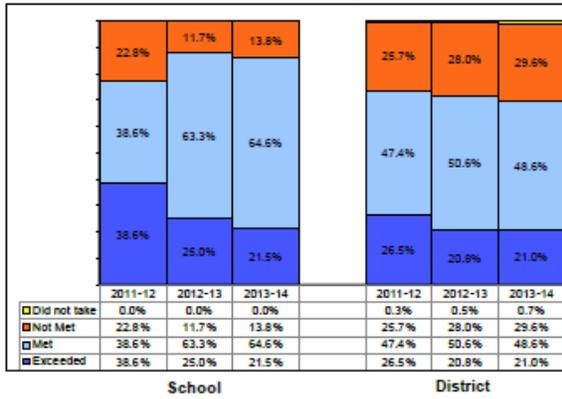
<p>Abraham Lincoln Elementary School 2014 School Improvement Plan (SIP) Executive Summary "Place school vision statement here"</p> <p>1b. Analyze the last three years of mathematics scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (See comparison/historical charts below and following page?)</p> <p>Our trend in math in 5<sup>th</sup> grade has been our most positive and significant growth pattern. That grade level uses re-teaching of weekly concepts as the force that supports their upward trend. Other grade levels are using the ideas from that model to make changes in their differentiated instruction and meet the needs of their students as well. Some strategies that all PLCs are discussing and using with students include:</p> <ul style="list-style-type: none"> <li>• Subitize groups of make 100 to be worked in PLCs.</li> <li>• Focus on the number line.</li> <li>• Math teacher report at the 7<sup>th</sup> and 8<sup>th</sup> grade level in ALE.</li> <li>• Use of group work and math to support 4th/5th grade learning needs.</li> <li>• Quality use of CC/Differentiated Instructional Plan.</li> </ul>	<p>Abraham Lincoln Elementary School 2014 School Improvement Plan (SIP) Executive Summary "Place school vision statement here"</p> <p>5th Grade Reading</p>
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<p>Abraham Lincoln Elementary School 2014 School Improvement Plan (SIP) Executive Summary "Place school vision statement here"</p> <p>1c. Analyze the last three years of science scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (See comparison/historical charts below and following page?)</p> <p>Students at ALE enjoy science and it shows in their fairly consistent performance in this area. Our trend for the last three years has been fairly stable even with different cohorts of students. This is an area to monitor and support however, as time is a factor, and there is a need for students to integrate some concepts into other areas like Reading, Writing and Math.</p> <ul style="list-style-type: none"> <li>• Integration of science into other curriculum areas is an effective way to provide context and process time.</li> <li>• Support for teachers in understanding and teaching "science standards" when using curriculum materials will support effective use of time.</li> <li>• Student engagement in science is high at ALE with our curriculum enhanced by field experiences and speakers, e.g., "Lisa Beis, O.M.S., Oregon Caves, Outdoor school experiences, farm visitations, raptor/bee observatory, Great Lake visitations, etc.</li> </ul>	<p>Abraham Lincoln Elementary School 2014 School Improvement Plan (SIP) Executive Summary "Place school vision statement here"</p> <p>1c. Analyze last year's writing work samples. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring?</p> <ul style="list-style-type: none"> <li>• ALE staff has noted that writing is an area where growth is needed. In support of this need, staff has agreed to have students write a minimum of 10 minutes every day. Units of study are also allowing for more Argument, Narrative, and Informational experiences.</li> <li>• Three writing samples were completed by each student at every grade level as directed by District Writing LPA expectations. A final Writing LPA was documented on student report cards. LPA results were discussed in PLC meetings and used to support teacher planning and next steps for student learning. In analyzing last year's work samples, we find that the area of argument is a weak area and needs to be addressed at all grade levels.</li> </ul>
<p>Abraham Lincoln Elementary School 2014 School Improvement Plan (SIP) Executive Summary "Place school vision statement here"</p> <p>2. How did the school perform in the area of attendance?</p> <p>ALE's attendance has been an average of 94.8 over the past 5 years. Our trend is excellent considering the factors and present personal choices to take short excursions during the school year. During the month of February, 2014, we had a high absence rate when we included our school location in Kansas. Many families were unwilling to change school location and were on a PM only schedule for a couple weeks.</p> <ul style="list-style-type: none"> <li>• Classroom attendance and non-response in occasionally shared at monthly ALE Assemblies.</li> <li>• Student calling is performed each morning and after PM kindergarten begins by our school secretary.</li> <li>• Letter(s) are sent home to parents when encouragement is needed for improved attendance.</li> <li>• 100% response class for a "Positive Attendance" essay contest quarterly, which encourages students to set into store that one school day will be no time for all for one day during a block of time.</li> </ul>	<p>Abraham Lincoln Elementary School 2014 School Improvement Plan (SIP) Executive Summary "Place school vision statement here"</p> <p>3. Area(s) of strength and key activities attributed to success:</p> <p>Abraham Lincoln Elementary students' strongest overall area is Reading. Students read consistently... both at school and at home! Student success in Reading supports success in all other academic areas. Teachers use <u>Reading Street</u>, our adopted curriculum, with students as a core instructional tool. Accelerated Reader (A.R.) is a supplemental program which encourages students to read at their independent level. A huge strength of ALE students is the fact that they access our school library frequently. Our students check out and read (and respond through A.R. computer testing) large numbers of books each year.</p> <p>ALE had 4 teachers and the principal officially participating in Math Studio during the 2013-14 school year. The strategies learned by students are supporting their skills and success in all academic areas. Other staff participate in Math Studio through in-service learning opportunities and PLCs.</p> <p>Activities at ALE during the 2013-14 school year which supported student engagement and pride in our school included:</p> <ul style="list-style-type: none"> <li>• Welcome back BBQ during September</li> <li>• Open House/Curriculum Night</li> <li>• PEPD team and staff: Safe &amp; Caring Environment</li> <li>• Student Simba - Learning, Good Check, Movie Night, Sport Days</li> <li>• Monthly Academic Recognition Assemblies - All Reading, Opportunities for performances</li> <li>• Read Across America Day</li> <li>• Art Show</li> <li>• Staff Show</li> <li>• Community Service - Gartner food drive, Earth Day, yard work/gardening</li> <li>• Bridge Night</li> <li>• Booster Club - Parents supporting ALE students and school activities</li> <li>• Involved parents and staff</li> <li>• HIGH EXPECTATIONS for students, e.g. TAG students with individual IEP plans</li> <li>• Projects - Fundraising for a new playground equipment.</li> </ul>

A closer look at what schools might write for their Executive Summary:

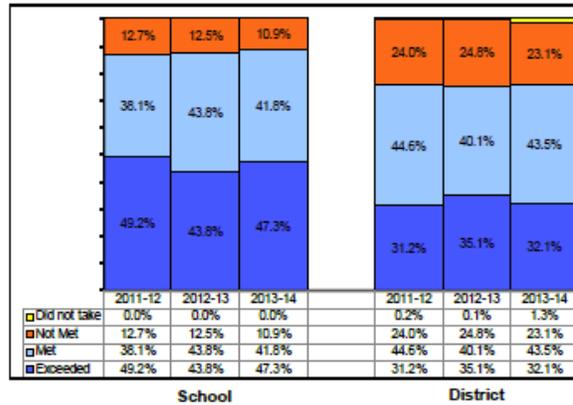
1a. Analyze the last three years of reading scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (See comparison/longitudinal charts below and following page?)

Over the last three years, the average number of Abraham Lincoln Students who either met or exceeded, as shown in the charts below, is an average of 81.4% students in the area Reading. The overall number of students who exceeded is showing a slight downward trend. We are working to support a positive change in this trend by writing PEP goals in Reading for our TAG students that support growth through focused groups during differentiated instructional time as well as during students scheduled 90 minute Reading blocks. PLC teams are also looking closely at DIBELS data and areas needing focused instruction. Our intensive students, many of whom were in the "Not Met" category are receiving EIS support and are in line to receive focused support from Intervention Staff as that support is available.

3rd Grade Reading

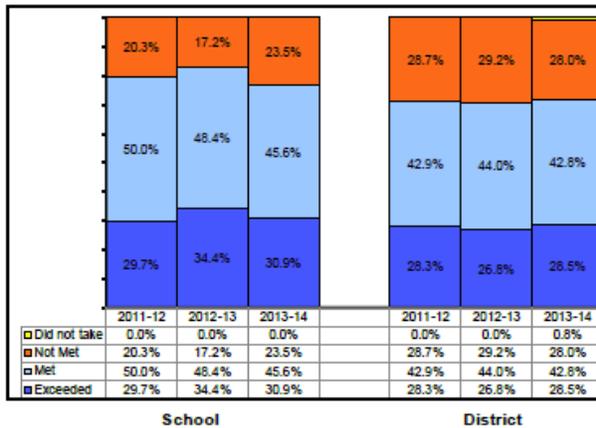


4th Grade Reading



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5th Grade Reading



6th Grade Reading

