

School Improvement Oakdale

2009-2010

Thank you . . .

- We made Adequate Yearly Progress with all subgroups in both reading and math!
- Your help and support has been an important factor in the progress we have made
- Your children have been working very hard during school, some after school, at home, and some even over the summer

Oakdale's Vision

- Every Oakdale Elementary student, regardless of background and abilities, will be prepared to succeed in middle school and beyond.

Oakdale's Vision

- ◎ Our community of students, families, and staff will thrive in a welcoming, safe, and caring environment where all members are valued.
- ◎ Staff, students, and families will demonstrate shared responsibility and accountability in meeting or exceeding state standards in all subject areas.
- ◎ Staff, students, and families will have high expectations of themselves and each other.
 - ◎ Staff – best practices & reflection
 - ◎ Students – ownership of learning & goals
 - ◎ Families & staff – promote positive attitude

About Our School

- Oakdale opened in 1967
- We have had 3 additions since
 - In 2000 we added 5th grade wing & Gym
 - In 2000 we also expanded the library
- Approx. 500 students; K-5
- 20 classroom teachers
- 15 licensed support teachers
- 25 support staff

About Our Students (08-09)

- 60% are white
- 16% are Asian
- 13% are Black
- 8% are Hispanic
- 3% are American Indian
- 45% qualify for free or reduced meals
- 13% receive Special Ed services
- 7% receive ESL services (14 languages)

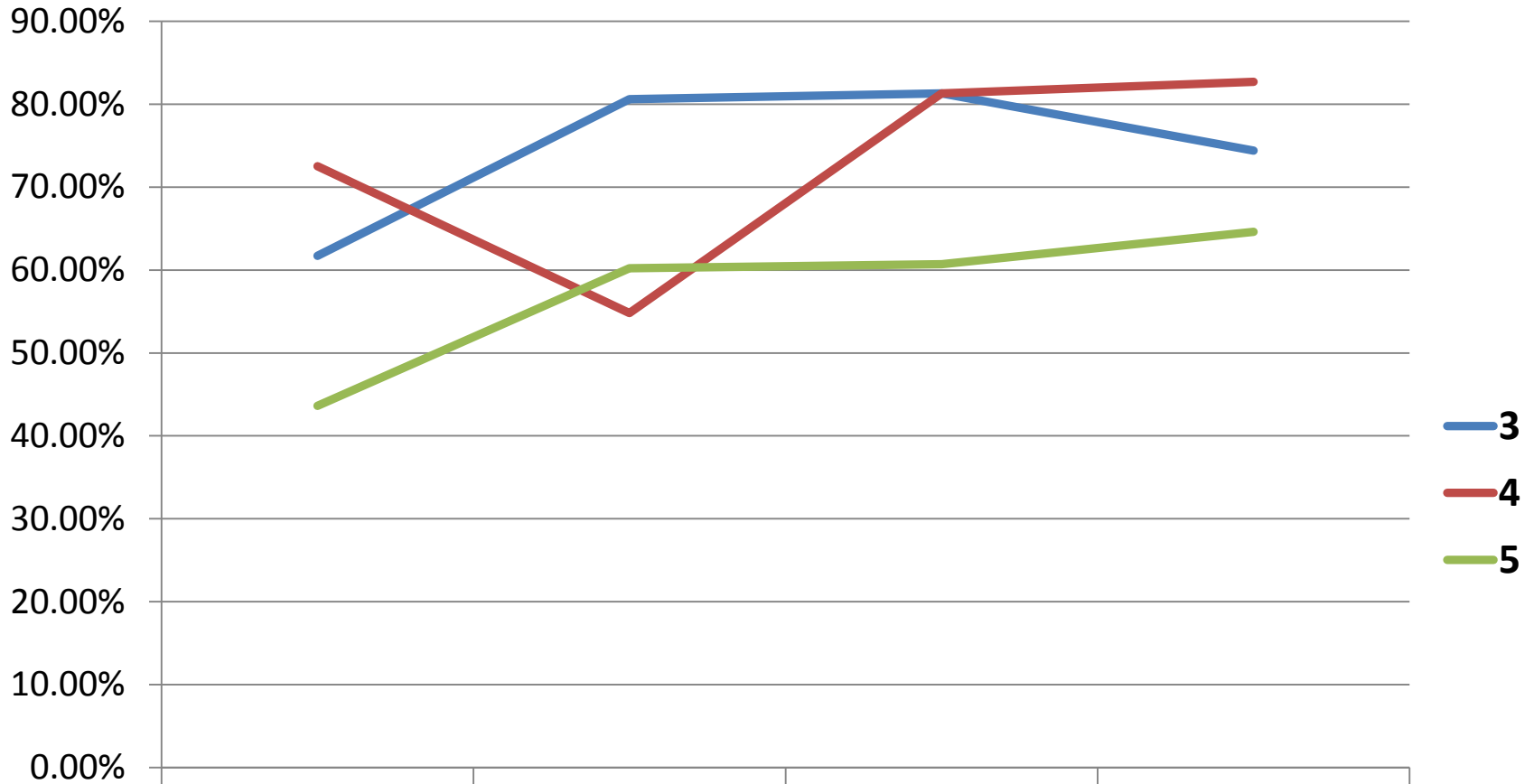
Our Community

- We are a Responsive Classroom school
 - Social/emotional learning (C.A.R.E.S)
 - Morning meeting
 - All school morning meeting
 - Hopes & dreams and rules
 - Buddies

A look at our data . . .

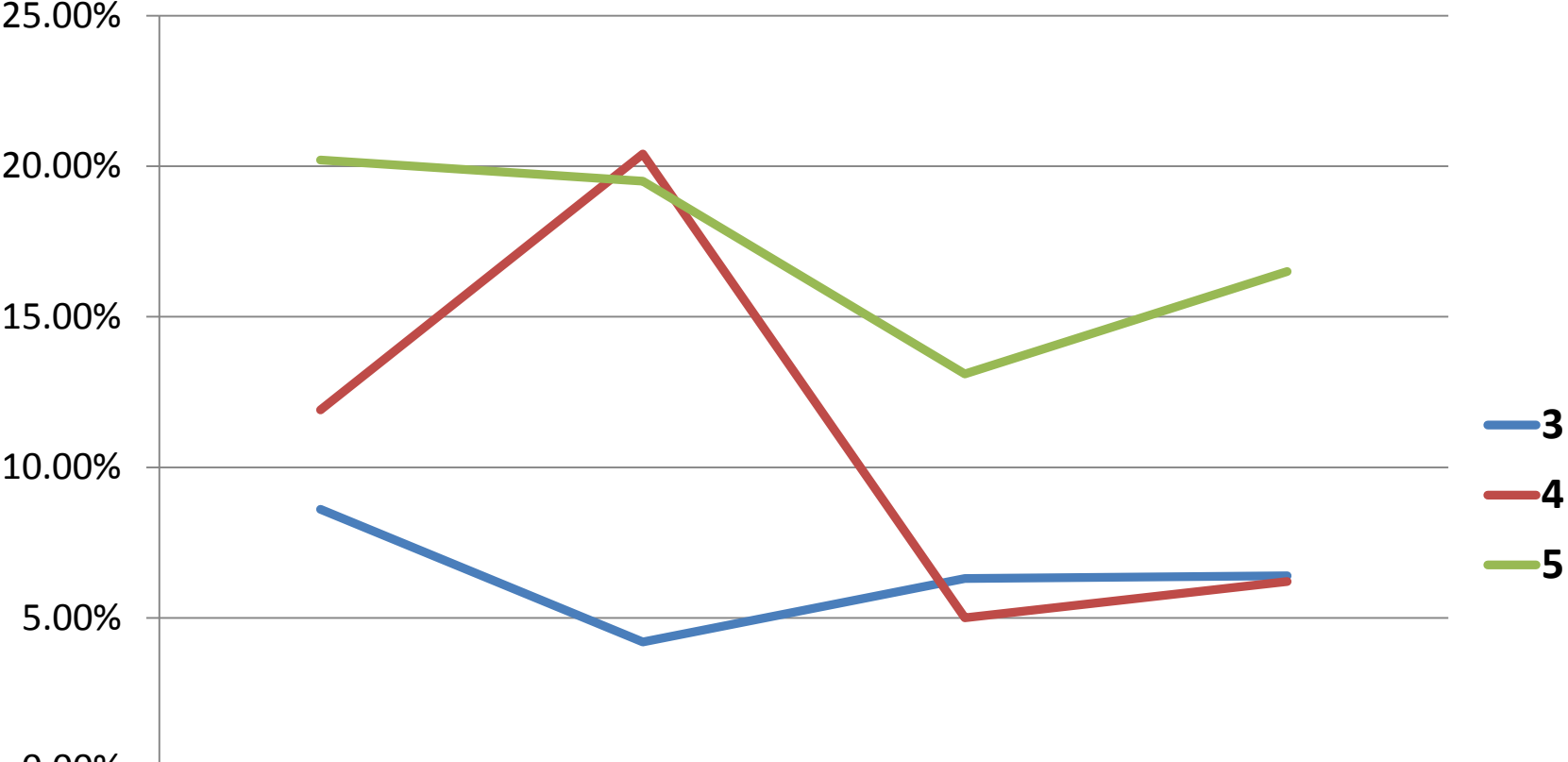
Math

% Proficient Math Trends by Grade



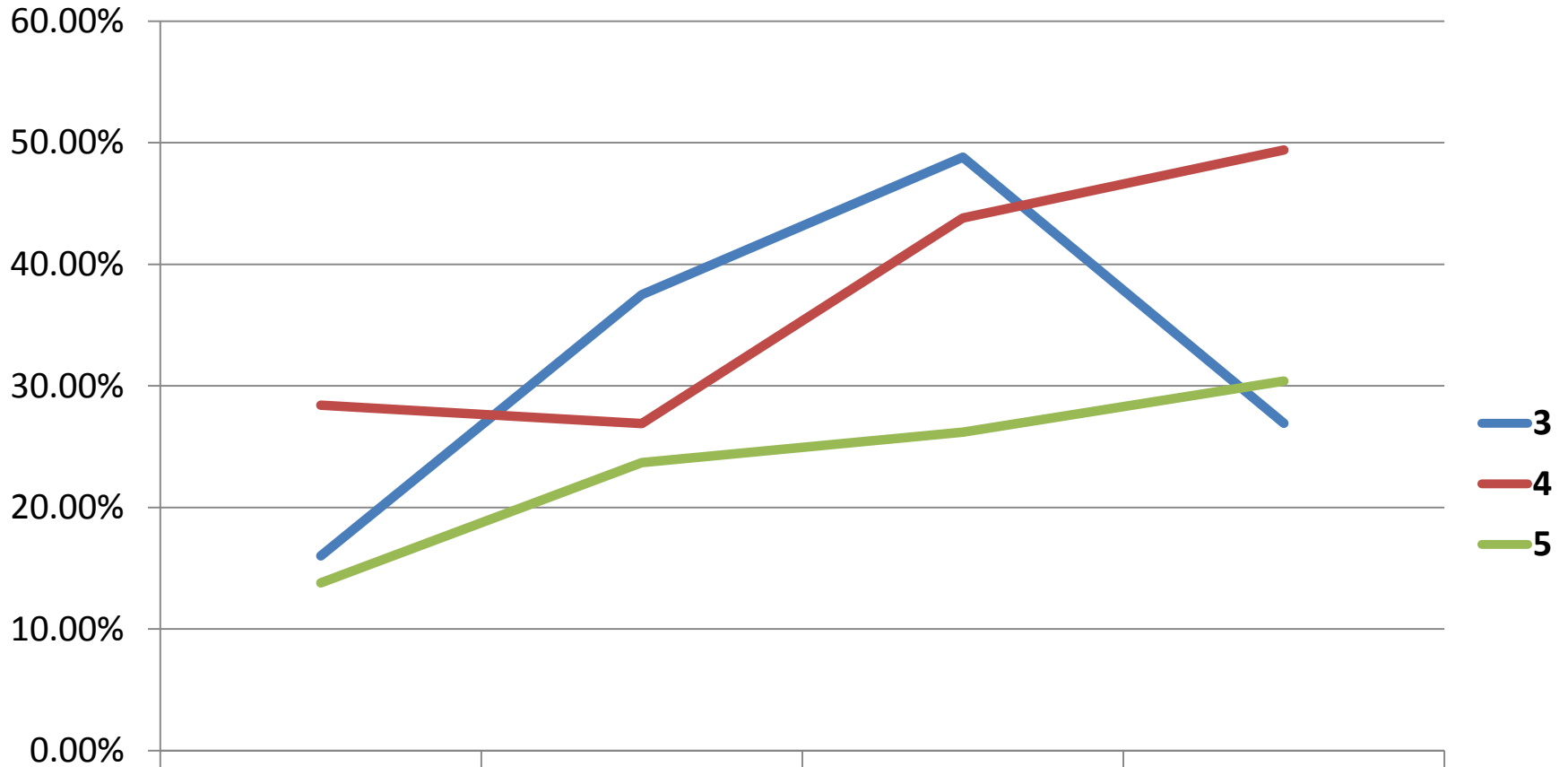
	2006	2007	2008	2009
3	61.70%	80.60%	81.30%	74.40%
4	72.50%	54.80%	81.30%	82.70%
5	43.60%	60.20%	60.70%	64.60%

% DNM Math Trends by Grade



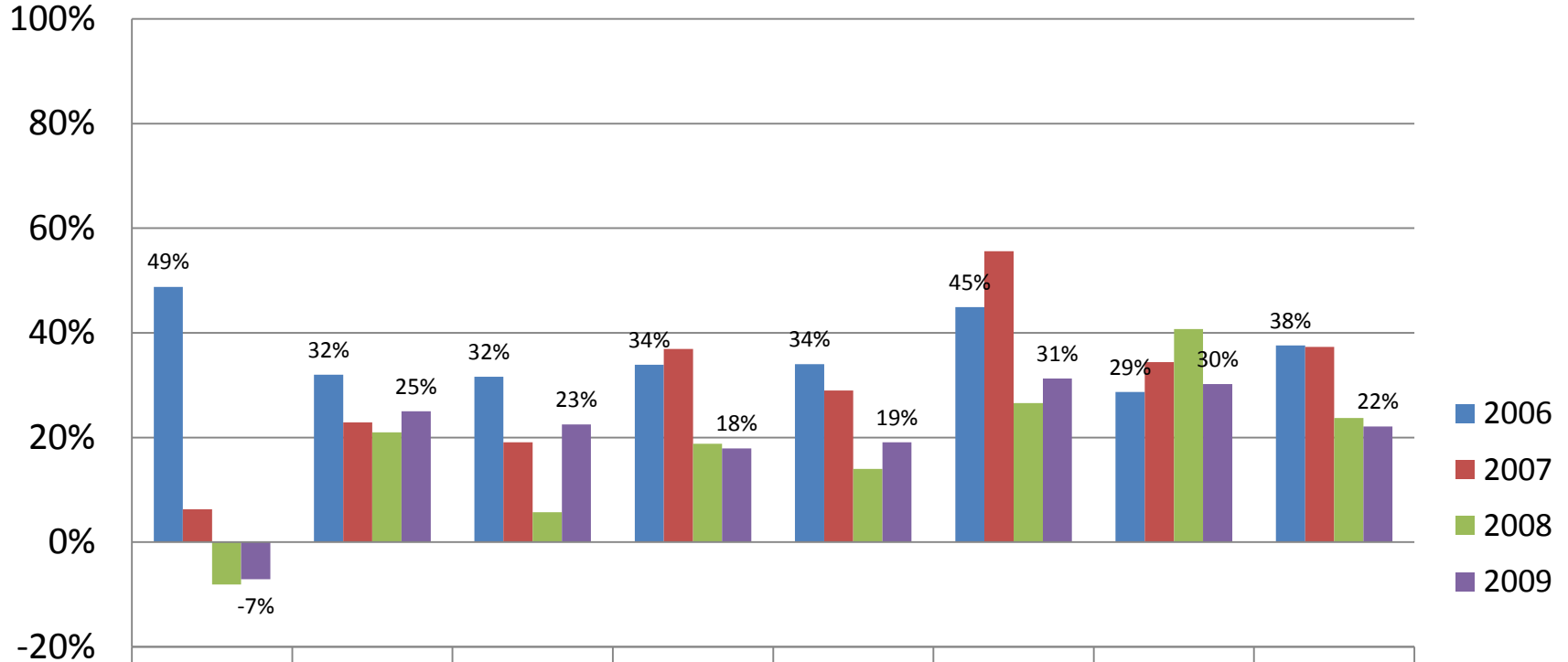
	2006	2007	2008	2009
3	8.60%	4.20%	6.30%	6.40%
4	11.90%	20.40%	5.00%	6.20%
5	20.20%	19.50%	13.10%	16.50%

% Exceeds Math Trends by Grade



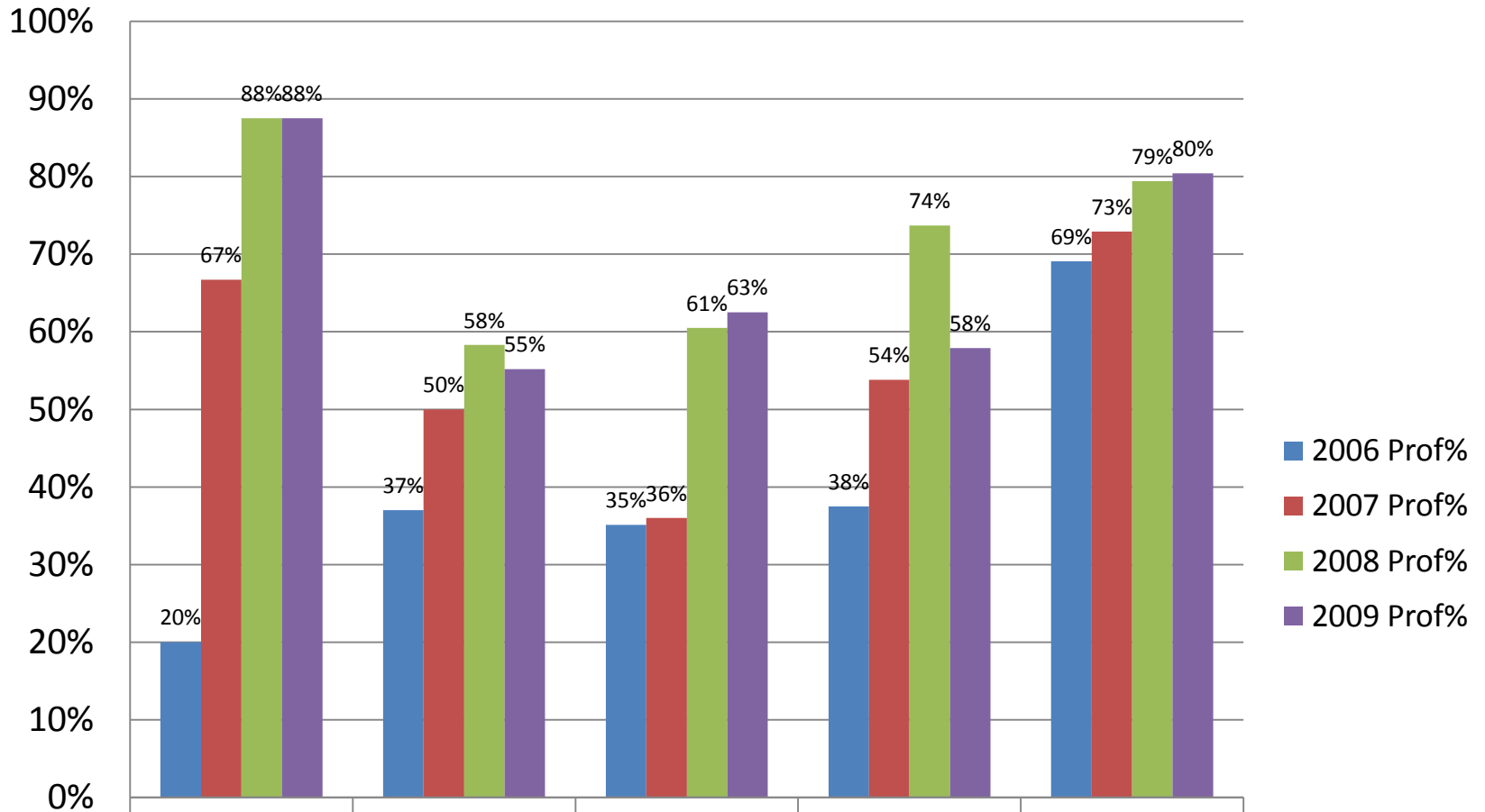
	2006	2007	2008	2009
3	16.00%	37.50%	48.80%	26.90%
4	28.40%	26.90%	43.80%	49.40%
5	13.80%	23.70%	26.20%	30.40%

Math Prof Gaps by Subgroup



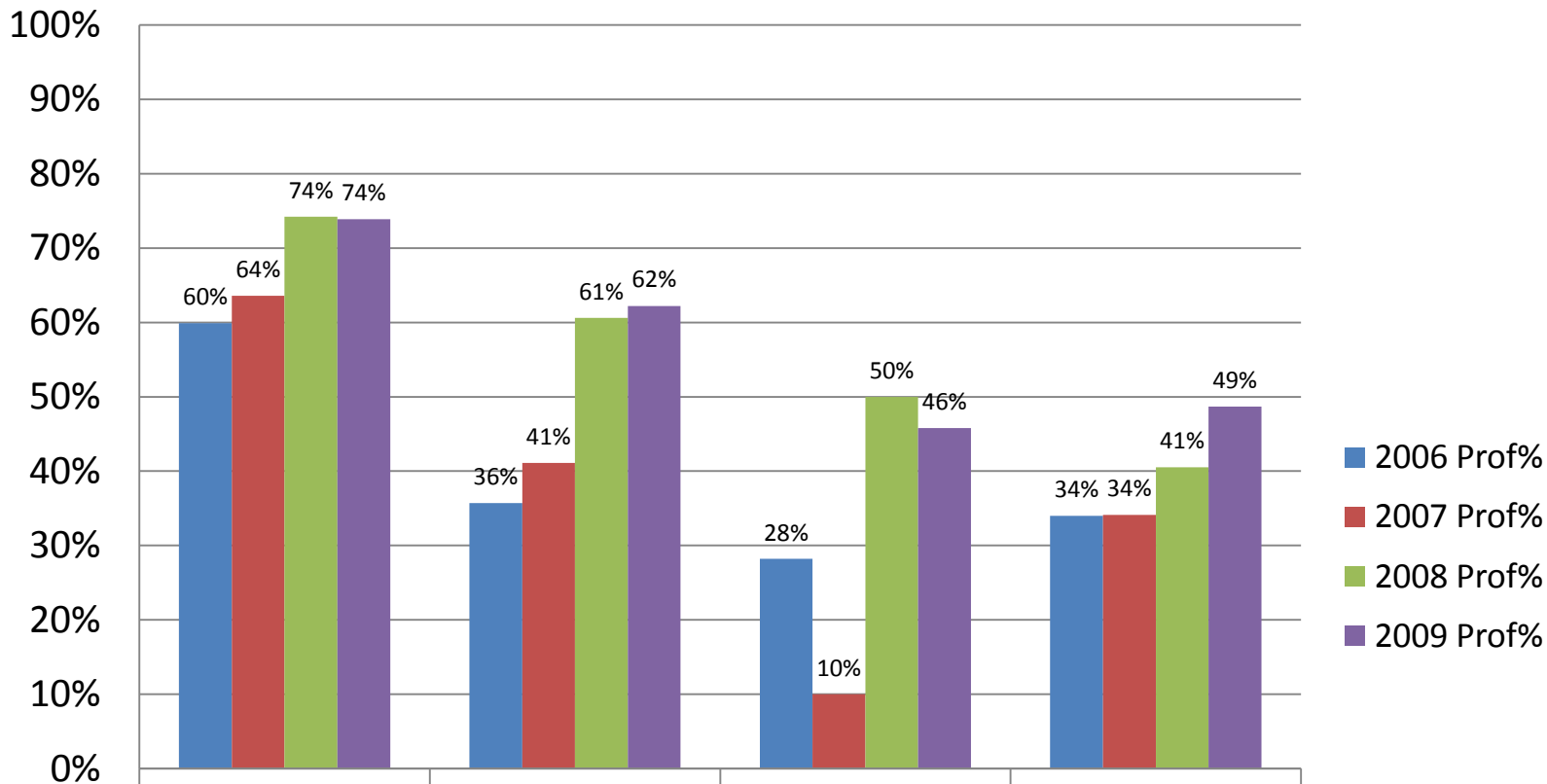
	Am Ind Gap	Asian Gap	Hisp Gap	Black Gap	SoC Gap	LEP Gap	SpEd Gap	FRP Gap
2006	49%	32%	32%	34%	34%	45%	29%	38%
2007	6%	23%	19%	37%	29%	56%	34%	37%
2008	-8%	21%	6%	19%	14%	27%	41%	24%
2009	-7%	25%	23%	18%	19%	31%	30%	22%

Math Proficiency Trends by Race



	Am. Ind.	Asian	Black	Hisp.	White
2006 Prof%	20%	37%	35%	38%	69%
2007 Prof%	67%	50%	36%	54%	73%
2008 Prof%	88%	58%	61%	74%	79%
2009 Prof%	88%	55%	63%	58%	80%

Math Prof Trends by Subgroup



2006 Prof%	60%	36%	28%	34%
2007 Prof%	64%	41%	10%	34%
2008 Prof%	74%	61%	50%	41%
2009 Prof%	74%	62%	46%	49%

How we compare to the metro

Math MCA II	2009			2006			4-Year Trend		
	Grade	Prof %	Metro Rank	Percentile Rank	Prof %	Metro Rank	Percentile Rank	Prof % increase	%ile rank Increase
	3	82.1%	190	43	61.7%	264	21	20.4%	22
	4	85.9%	78	76	72.5%	149	55	13.4%	23
	5	65.7%	174	46	43.6%	242	25	22.1%	21

Celebrating Our Success

- Made Adequate Yearly Progress (AYP)
- Overall proficiency on the Math MCA II increased 14% over 4 years
- Decreasing %age of students scoring in lowest level of Math MCA II by 4 points over 4 years
- Increasing %age of students scoring in highest level of Math MCA II by over 15 points over 4 years
- Decreasing all proficiency gaps, except SpEd, over 4 years

Celebrating Our Success

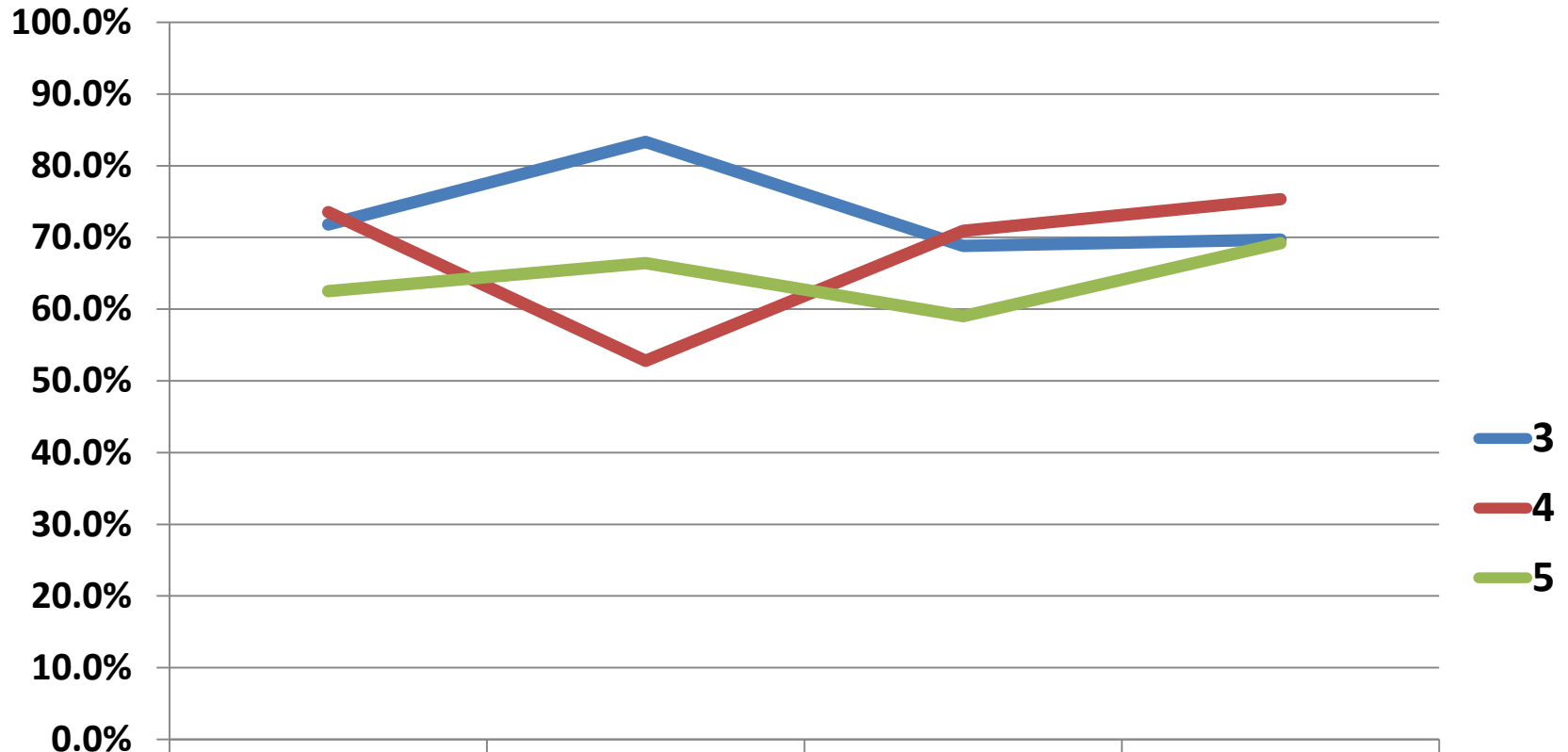
- Rank #2 at 3rd grade for math proficiency among comparable schools (#1 in 2008)
- Rank #1 at 4th grade for math proficiency among comparable schools (#1 in 2008)
- Our rank among all metro area schools has dramatically increased at all grade levels on the math MCA II
- 60% of 2nd through 5th graders met math MAP spring to spring growth target

Math Goal

- Increase overall student proficiency from 74% to 79% on the 2010 Mathematics MCA II and reduce the race-based proficiency gap.

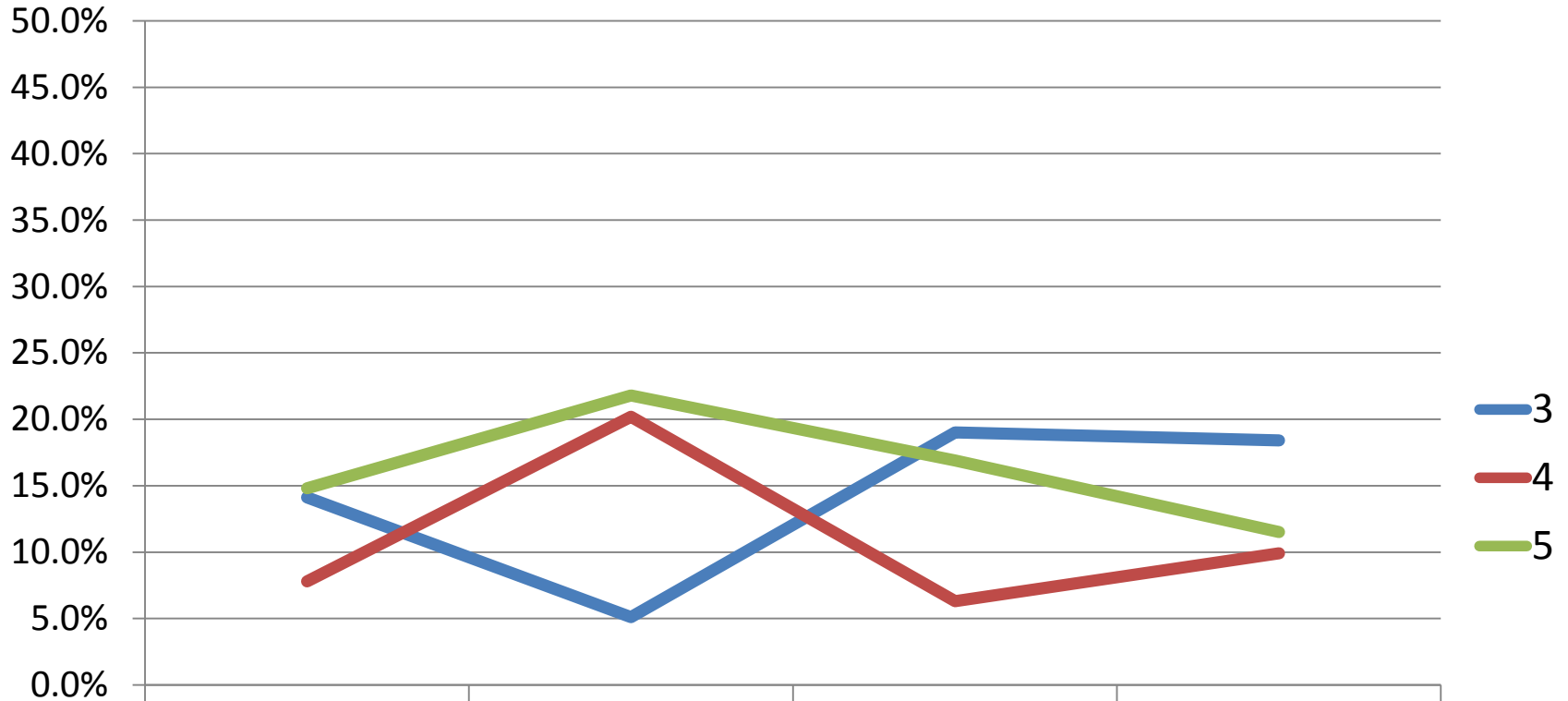
Reading

Reading Prof Trends by Grade



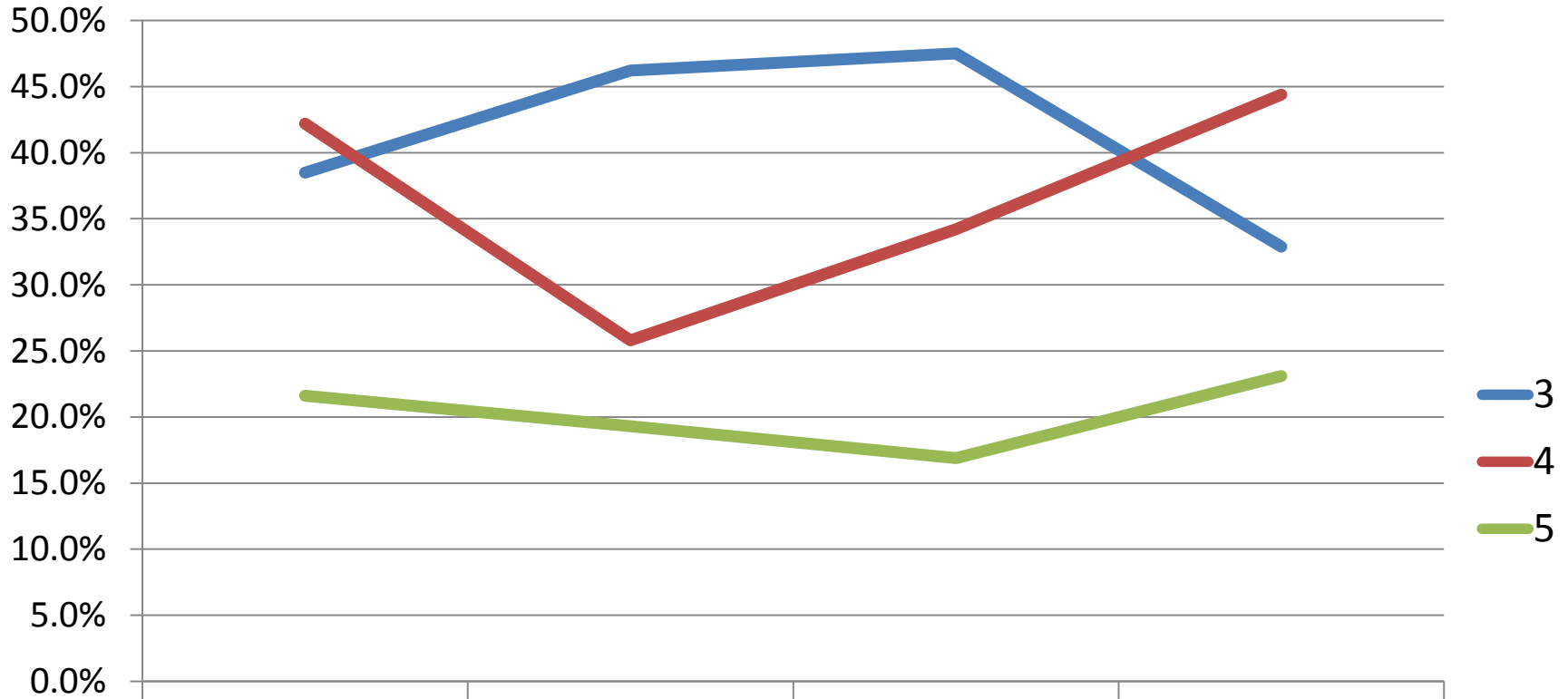
	2006	2007	2008	2009
3	71.8%	83.3%	68.8%	69.7%
4	73.5%	52.8%	70.9%	75.3%
5	62.5%	66.4%	59.0%	69.2%

DNM Trends by Grade



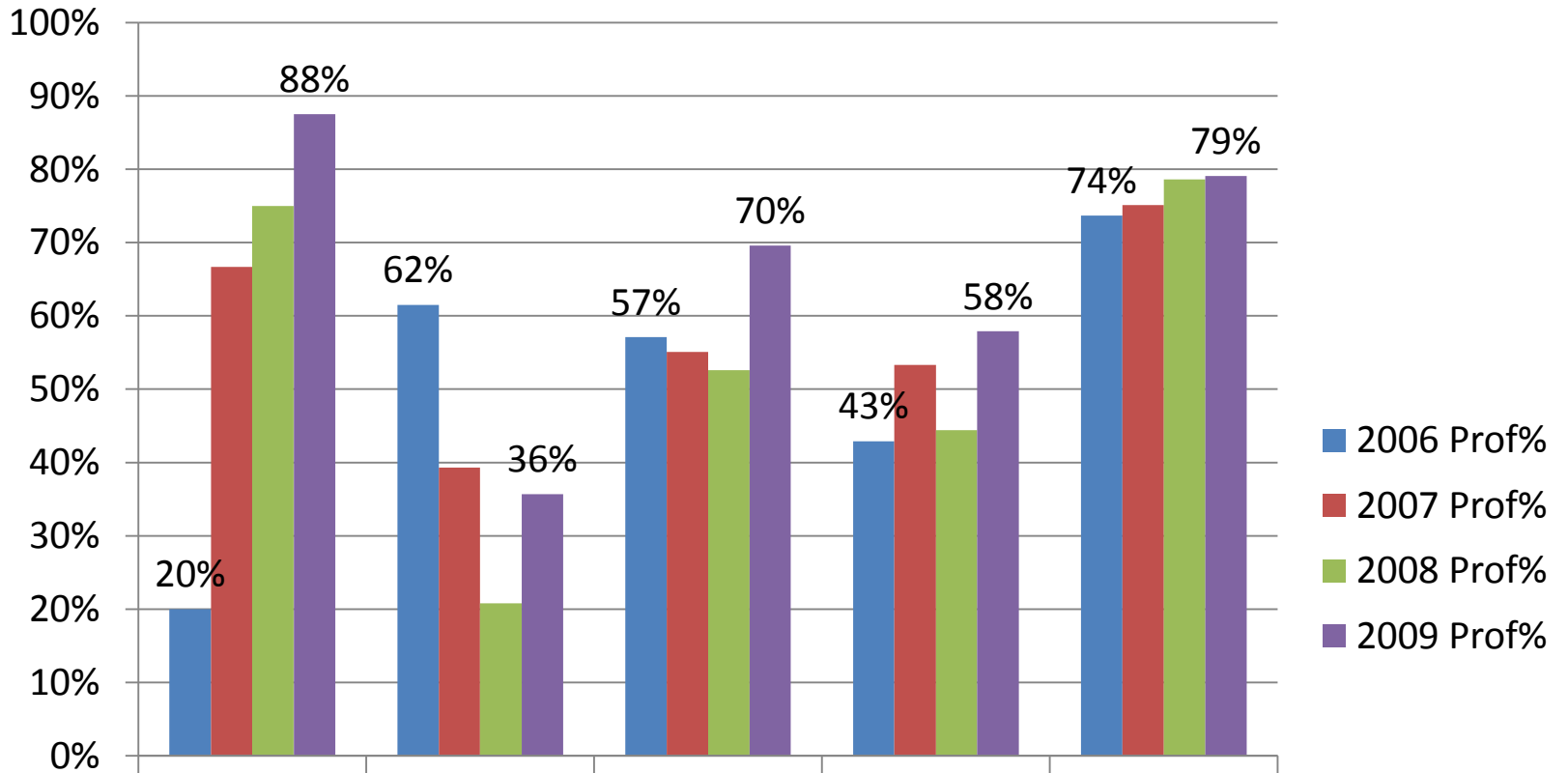
	2006	2007	2008	2009
3	14.1%	5.1%	19.0%	18.4%
4	7.8%	20.2%	6.3%	9.9%
5	14.8%	21.8%	16.9%	11.5%

Exceeds Trends by Grade



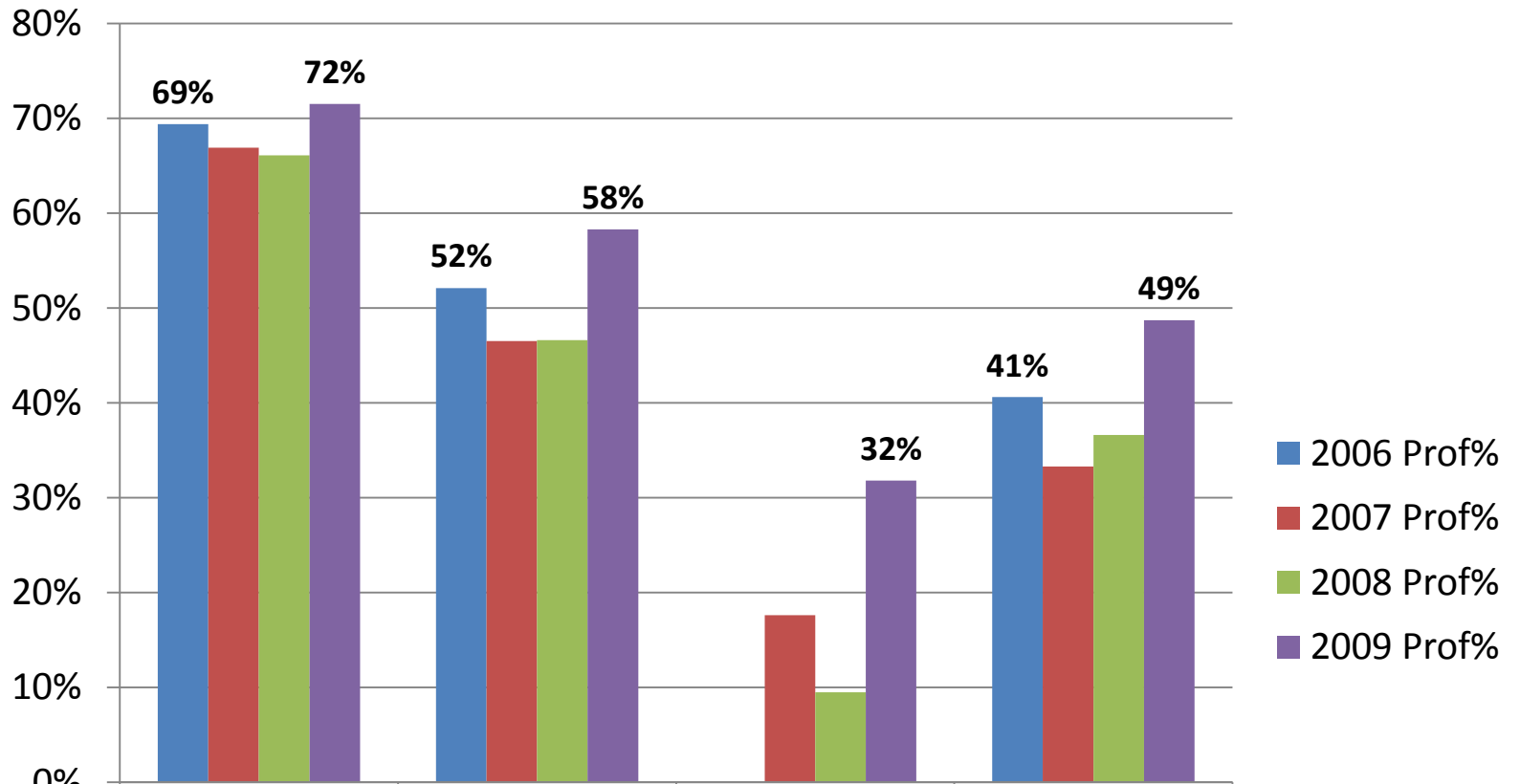
	2006	2007	2008	2009
3	38.5%	46.2%	47.5%	32.9%
4	42.2%	25.8%	34.2%	44.4%
5	21.6%	19.3%	16.9%	23.1%

Reading Prof Trends by Race



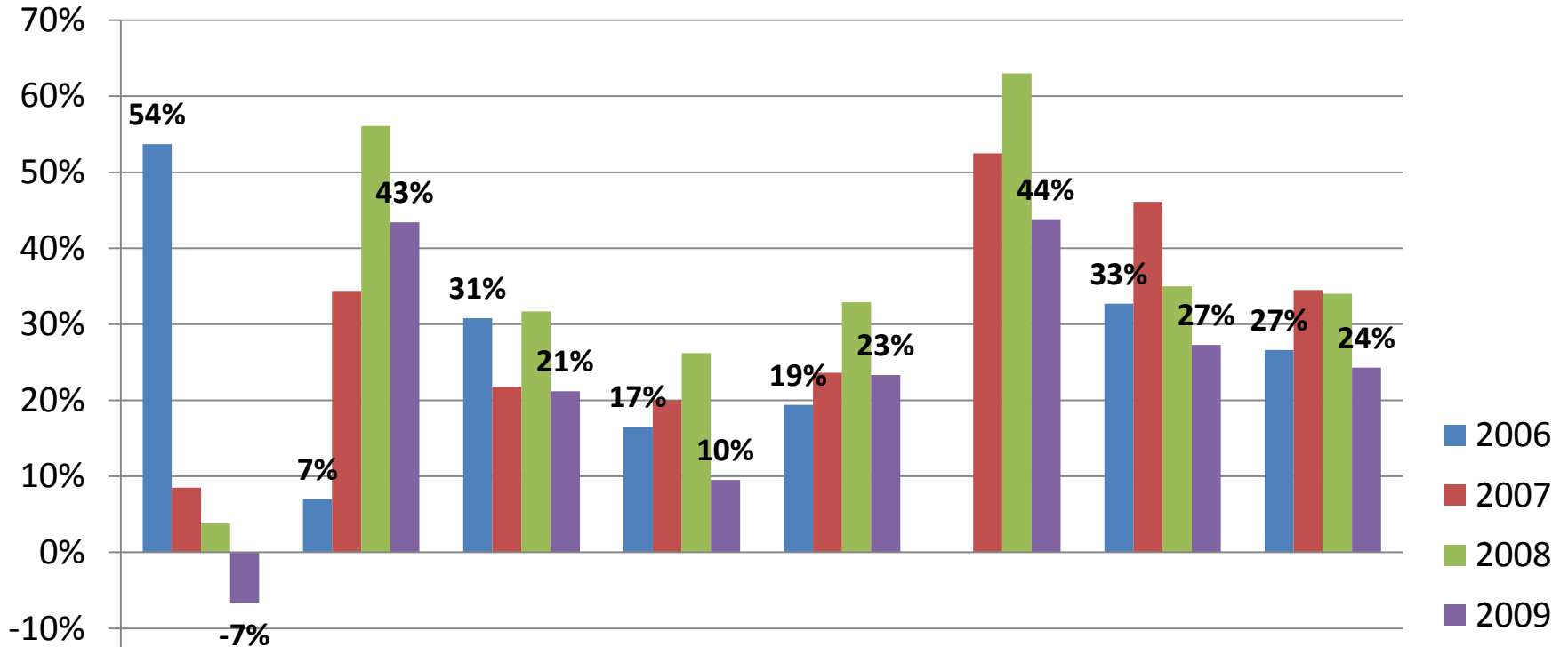
	Am. Ind.	Asian	Black	Hisp.	White
2006 Prof%	20%	62%	57%	43%	74%
2007 Prof%	67%	39%	55%	53%	75%
2008 Prof%	75%	21%	53%	44%	79%
2009 Prof%	88%	36%	70%	58%	79%

Reading Prof Trends by Subgroup



	All	FRP	LEP	SPED
2006 Prof%	69%	52%		41%
2007 Prof%	67%	47%	18%	33%
2008 Prof%	66%	47%	10%	37%
2009 Prof%	72%	58%	32%	49%

Reading Prof Gaps by Subgroup



	Am. Indian Gap	Asian Gap	Hisp. Gap	Black Gap	SoC Gap	LEP Gap	SpEd Gap	FRP Gap
2006	54%	7%	31%	17%	19%		33%	27%
2007	9%	34%	22%	20%	24%	53%	46%	35%
2008	4%	56%	32%	26%	33%	63%	35%	34%
2009	-7%	43%	21%	10%	23%	44%	27%	24%

How We Compare to the Metro

Rdg MCA II	2009			2006			4-Year Trend	
	Prof %	Metro Rank	Percentile Rank	Prof %	Metro Rank	Percentile Rank	Prof % Increase	%ile rank Increase
3	68.9%	240	28	71.8%	253	24	-2.9%	4
4	75.3%	168	49	73.5%	217	34	1.8%	15
5	69.2%	194	40	62.5%	249	23	6.7%	17

MCA Reading Success!

- We made Adequate Yearly Progress (AYP)
- Increased overall proficiency by over 5 percentage points in 2009.
- Increased proficiency of racial subgroups (except Asian) over 4 years.
- Increased proficiency of SpEd, LEP, FRP over 4 years.
- Decreased achievement gap of all subgroups (except Asian) over 4 years.
- Rank among metro area schools increased over 4 years at every grade level.

Reading Goal

- Increase overall student proficiency from 72% to 80% on the 2010 Reading MCA II and reduce the race-based proficiency gap.

School Improvement Plan 2009-2010 . . .

Correlates of Effective Schools

The correlates of effective schools are the characteristics that have been found, through over 30 years of school improvement research, to be typical of effective schools:

- Instructional Leadership
- Clear and Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Positive Home-School Relations
- Opportunity to Learn and Student Time on Task

Strategy 1 – Guaranteed & Viable Curriculum

- The #1 school-level factor in student achievement (*What Works In Schools, Marzano, 2003*)
 - Opportunity to learn
 - Time
 - **Alignment/consistency between teachers and between grade levels**
- Math
 - 75 min of math instruction daily
 - Follow EM/district pacing guide
 - 50 minutes of “Math Blast” every 6th day
- Reading
 - 50 minutes of “Word Power” instruction every 6th day
 - 90 minutes of reading every day (K-5 Framework)
 - Word work
 - Shared reading
 - Mini-lessons
 - Independent reading
 - Guided reading/strategy groups
 - Conferring
 - Read Alouds

Strategy 2 – Time & Support

- Response to Intervention (Reading)
 - School wide system for providing remediation and acceleration for students not on track to be proficient
 - Uses highly researched programs and processes
 - Progress is monitored weekly
 - MN Reading Corps grant
- After School Targeted services
 - Bus 4 days per week
 - 2, 3, and 4 day programs
 - Focused on math, reading, and technology

Strategy 3 – Grouping Strategies

- Flexible grouping 1 of 6 days with standards focused instruction. Laurie Wahl will be “extra” teacher.
 - Grade levels – 2, 4, & 5

Strategy 4 – Clear Goals & Feedback

- Posting learning objectives for each lesson/unit
- Student goal setting, class goal setting
- Providing formative feedback to students
 - Conferring, running records, pre-tests
 - Using rubrics
- Grade level data analysis

Strategy 5 – Family Involvement

- Conferences
- Grade level Student Work Night
 - Replaces parent information night
 - Highlights student work
- Family Nights
- Volunteer coordinator
- Increased use of Liaisons and Interpreters
- Define and communicate HW expectations

Strategy 6 – Professional Learning

- Learning a variety of strategies for using accountable talk in whole class and small group discussion
- Learning a variety of strategies for setting clear objectives and providing students specific and timely feedback
- Learning a variety of strategies for using formative assessments as a teaching and learning tool
- Ongoing grade level collaboration
 - Planning, common assessments, examining data, examining student work, peer observation
- Ongoing coaching by site literacy and math specialists

Strategy 7 – Professional and Collegial Relationships

- We have one of the most educated and trained staffs in the state
- We will lean on and learn from each other
- Research is CLEAR – the process to achieve our goal and implement our strategies is through PLCs
 - Determine what kids need to know = standards
 - Determine if they know it = common assessments (pre and post tests for example)
 - Intervene for kids who don't = push in, pull out, and targeted services
 - Provide differentiated instruction for kids who already know it

No Child Left Behind and
Adequate Yearly Progress
(AYP)

We made AYP, what now?

- Need to make AYP two years in a row in order to not have consequences
- Consequences:
 - STAGE 1: Set aside up to 20% of Title I budget in order to offer school choice to parents who reside in Oakdale's attendance boundaries (math & rdg)
 - STAGE 1: Set aside 10% of site Title I budget for professional development (math & rdg)
 - STAGE 2: Set aside up to 20% of Title I budget to offer supplemental educational services (small group tutoring) to families who qualify, by state approved outside agencies (math)

If we make it in 2010?

- We will have no NCLB consequences
 - No school choice option.
 - No 10% set aside for professional development.
 - No 20% set aside for school choice and SES for Oakdale
 - Won't have our school's name printed in the paper as a "failing school."

If we make it in math, not reading?

- We move up to stage 2 in reading. Results in no change in the level of consequences currently receiving.
- We are off the list in math.

If we make it in reading, not math?

- We progress to stage 3, corrective action. The previous consequences remain intact. We choose at least one:
 - Replace the school staff members who are relevant to the school's not making AYP.
 - *Institute and fully implement a new curriculum.*
 - Significantly decrease management authority at the school level.
 - Appoint an outside expert to advise the school on its progress toward making AYP.
 - Extend the length of the school year or school day.
 - Restructure the school's internal organization.
- We are off the list in reading.

Questions regarding the school's AYP status or consequences for the school related to NCLB?

- Contact principal Peter Mau
 - 651-702-8510
 - pmau@isd622.org

School wide Title I plan

- Mirrors the plan shared above
 - Coaching in math and reading
 - Intervention for students not on track to be proficient in state standards
 - Extra math teacher in 3rd grade
 - Classroom EAs in 3rd grade
 - Flex grouping in grades 2, 4, and 5

School wide Title I plan

- Parent involvement policy/procedures
 - Title I Parent Advisory Team recommended some revisions for 2009-2010
 - Will be sent home with Tiger Tales
 - Will be available on school website
- School compact

Students are expected to . . .

- Have a positive attitude towards self, others, school and learning;
- Know and obey all school rules;
- Ask questions when I don't understand something;
- Work as hard as I can;
- Read daily (approximately 20 minutes K-2, 30 minutes grades 3-5);
- Practice basic math concepts/facts daily;
- Discuss with my parents/guardian what I am learning in school.

Guardians are expected to . . .

- Support the school in its efforts to promote positive behavior;
- Respond to communications sent home;
- Attend fall and spring conferences;
- Volunteer at school when possible;
- Establish a quiet study time and encourage good study habits;
- Praise and encourage my child's efforts and be available for questions;
- Discuss with my child what he/she is learning in school;
- Encourage daily reading (approximately 20 min.-K-2, 30 min.-3-5) and practice of basic math concepts/facts.

Staff are expected to . . .

- Provide a safe and caring learning environment where each child will be accountable for his/her own behavior and learning;
- Respect the cultural differences of all students and their families;
- Be available to conference with you as needed, and keep you informed of your student's progress on a regular basis;
- Vary techniques, materials, and pace of instruction to meet the educational needs of your child;
- Provide necessary assistance to you so your child can be a successful learner;
- Praise and encourage your child's efforts.

Title I Parent Advisory Team

- Mrs. Ahn
- Mrs. Bradshaw
- Mrs. Feller
- Mr. Moua