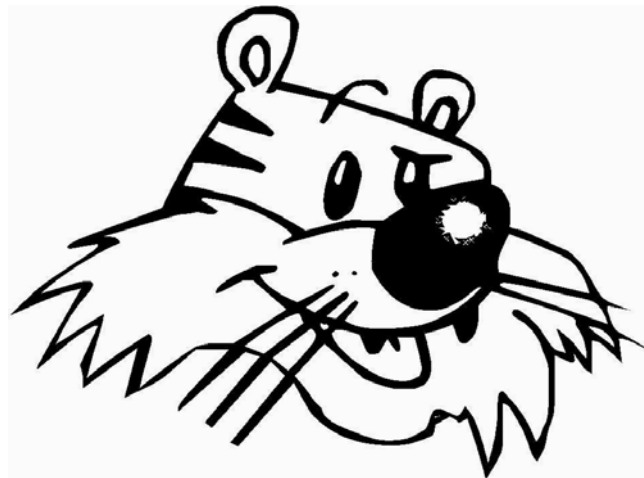


# Oakdale Elementary

## *Continuous School Improvement Plan*

**2006-2007**



## Mission Statement

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**“Oakdale Elementary will foster a positive learning community, which empowers our students to gain the knowledge, skills, and values needed for success.”**

## School Improvement Plan Members

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Juanita Lewis - kindergarten

Tara Otto 1<sup>st</sup> grade

Michelle Finn – 2<sup>nd</sup> grade

Sarah Post – 4<sup>th</sup> grade

Jackie VandenBergh – 5<sup>th</sup> grade

Julie Oelrich – Special Education

Paula Norman - Music

John Baker - Parent

Peter Mau - Principal

## Vision #1

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Every child will improve his or her reading level. Each group of students will increase by 5% the number who meet their growth target (fall to spring).

### *Baseline data*

K – NA

1<sup>st</sup> – Spring 2006 DRA = 90% at or above level B

2<sup>nd</sup> – Spring 2006 DRA = 90% at or above level 16

3<sup>rd</sup> – Spring 2006 Map Reading of 193 RIT points

4<sup>th</sup> – Spring 2006 Map Reading of 199 RIT points

5<sup>th</sup> – Spring 2006 Map Reading of 207 RIT points

### *Measurable Objectives by Grade Level*

**K** = 85% of K students will be reading at level 1 (DRA) on the end of year assessment

**1<sup>st</sup>** = 80% of 1<sup>st</sup> grade student will be reading at level 16 (DRA) on the end of year assessment

**2<sup>nd</sup>** = The percentage of students making one year’s typical growth on MAP Reading will meet or exceed 65%.

**3<sup>rd</sup>** = The spring RIT score in Reading for 3<sup>rd</sup> grade will meet or exceed 203.

**4<sup>th</sup>** = The spring RIT score in reading for 4<sup>th</sup> grade will meet or exceed 208 by focusing on word recognition and literal comprehension.

**5<sup>th</sup>** = The spring RIT score in reading for 5<sup>th</sup> grade will meet or exceed 216 by focusing on literal comprehension.

## Measurable Objectives School Wide

Group	Count	# Met	% Met	Subject	5% Increase*	Target #*	Target %*
1	NED						
2	23	16	70%	Reading	1	17	75%
3	11	9	82%	Reading	1	10	87%
4	25	15	60%	Reading	1	16	65%
5	181	122	67%	Reading	9	131	72%
FRP	82	52	63%	Reading	4	56	68%
LEP	15	10	67%	Reading	1	11	72%
SPE	22	14	64%	Reading	1	15	69%

- 1 = American Indian, Alaskan Native  
 2 = Asian, Pacific Islander  
 3 = Hispanic  
 4 = Black  
 5 = White  
 NED = Not enough data

- 5% Growth Numbers**  
 10-29 students = 1  
 30-49 students = 2  
 50-69 students = 3  
 70-89 students = 4  
 90-109 students = 6

### Action Plans

1. Each grade level will update its "Struggling Reader" process chart
  - This chart describes for the grade level what interventions they will pursue when students are below grade level expectations
2. Make mini-lessons a school-wide teaching focus
  - Train all teachers in effective use of mini-lessons in independent reading
  - Teachers will implement the use of mini-lessons on a regular basis
  - Monitor the implementation through surveys
  - Assess the impact of mini-lessons as an instructional strategy
3. Make matching kids to texts a school-wide teaching focus
  - Train all teachers in strategies for matching kids to texts
  - Teachers will implement mini-lessons on matching kids to texts
  - Monitor implementation through surveys
  - Assess the impact of matching kids to texts through common assessments
4. Make interactive read alouds a school-wide teaching focus
  - Train all teachers in effective use of interactive read alouds
  - Teachers will implement the use of interactive read alouds on a regular basis
  - Monitor the implementation through surveys
  - Assess the impact of interactive read alouds as an instructional strategy
5. Develop and implement after school reading program opportunities for students who are below grade level

6. *Recruit and train up to 15 community members to participate in Literacy Connection with struggling students in grades K-2*

- Volunteers commit to listening to two children read 1 time per week (1 hour total). They receive training on what to listen for and how to reinforce reading strategies taught in the classroom

7. *Develop a calendar of monthly reading events*

- School-wide reading contests (October, Jan, April)
- Washington County Libraries (November & December)
- Reading Train- I Love to Read Month (February)
- All school morning meeting share about books (March)
- Classroom Book swap (May)

8. *2<sup>nd</sup> – 5<sup>th</sup> grade teachers will provide standardized test practice opportunities for students.*

- Standardized test taking is a part of each student's educational life. There are strategies for taking these tests that can help children do their best. Within 3 weeks of MCA and spring MAP testing teachers will teach strategies and provide practice tests.

9. *Send home monthly reading resources for parents*

- Research indicates that kids need to be reading independently about 1.5 hours a day to maximize their reading development. There is not enough time in the school day to meet this goal. Therefore, it is important that, whenever possible, parents make sure kids have a rich reading life at home. The monthly reading resources will give parents tips on how to talk to their kids about reading and how to reinforce many of the reading strategies that they learn at school.

10. *Seek donations of high interest magazines for elementary aged students*

11. *Partner with PTO to build classroom libraries*

- Using PTO and school funds we will add \$5,000 worth of books to our classroom libraries.

## Vision #2

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### **A safe, secure, welcoming school environment**

#### *Baseline data*

85% of parents feel their child is safe at Oakdale

68% of parents feel students treat other students with respect at Oakdale

#### *Measurable Objectives*

- 200 families will complete the 2007 school survey
- 100% of general education classroom staff will implement the components of Responsive Classroom by 2007-2008
- Increase percentage of parents who feel their child is safe at Oakdale to 88%
- Increase the percentage of parents who feel students treat other students with respect to 75%

#### *Action Plans*

1. *Each classroom teacher will implement the Responsive Classroom model of Morning Meeting.*

- Morning meeting typically includes a greeting, sharing, an activity, and morning message. The various components of the meeting are quite often tied to the academic learning from previous lessons or introduce the day's lesson. The meeting helps build strong classroom communities, which in turn provides an environment conducive to learning.

2. *Each classroom teacher will have attended the full Responsive Classroom training by the 2007-2008 school year*

3. *Each teacher who has received Responsive Classroom I training will implement the major components throughout the year (morning meeting, hopes and dreams, guided discovery, logical consequences, academic choice, and modeling)*

- For more detailed information about the Responsive Classroom philosophy, visit [www.responsiveclassroom.org/about/principles.html](http://www.responsiveclassroom.org/about/principles.html)

4. *Implement all school morning meeting once a month*

- Similar to the classroom morning meeting, the all school morning meeting helps build school wide community where students have a sense of belonging and responsibility.

5. *Explore opportunities for staff members to attend SEED I or SEED II training*

- SEED stands for Seeking Educational Equity and Diversity. It provides a forum for learning about your own beliefs and the beliefs of others. It also provides an opportunity through literature, guest speakers, and fieldtrips to learn about people from a wide array of backgrounds and experiences.

*6. All staff members will become familiar with and implement the Oakdale Elementary Behavior Plan.*

*7. Implement safety measures*

- Implement 5 fire drills and 5 lock-down drills (new!)
- Lock all doors except main entrance during school hours
- Require all parents and visitors to sign in at the office for a badge

*8. Improve home-school communication*

- Weekly Tiger Tales, stapled to teacher newsletter
- Add School Messenger, automated phone system, to make important reminder phone calls
- Phone survey to parents in the fall
- Parenting help website added to the Oakdale Elementary site
- Posting newsletters in the community where possible
- Present important messages at parent pick-up/drop-off

*9. Develop a welcoming committee for new students and their families*

*10. Hire CLIMB to do a presentation on bullying for K-3 students. Do before and after study lessons.*

- Students will learn important lessons on how to identify when they or a friend in being bullied, how to handle bullying, and the importance of reporting bullying to and adult immediately

*11. Bullying presentations for grades 3-5*

- Students will learn important lessons on how to identify when they or a friend in being bullied, how to handle bullying, and the importance of reporting bullying to and adult immediately

*12. Investigate a school-wide culture parade*