

**St. Helens School District #502**  
**Board of Directors Meeting**  
**October 24, 2012**

**Unofficial**

The St. Helens School District Board of School District #502 convened in a Regular Meeting at 6:30 p.m. in the District Office Board Room of the District, County and State on October 24, 2012.

Those present were:

Marshall Porter, Board Chair  
Nathan Helwig, Board Vice Chair  
Alan King, Board Member  
Raymond Biggs, Board Member  
Matt Freeman, Board Member attended via speakerphone  
Mark Davalos, Superintendent  
Janine Salisbury, Business Manager  
Amanda Stuber, Executive Assistant

**CALL TO ORDER**

Marshall Porter called the Work Session to order at 6:30 p.m. followed by the flag salute.

**AGENDA APPROVAL**

Nathan Helwig entered a motion to approve the agenda. Ray Biggs seconded.

The motion approving the paper version of the agenda unanimously carried.

**VISITORS TO ADDRESS THE BOARD**

No visitors addressed the Board.

**CONSENT AGENDA**

Nathan Helwig entered a motion to approve the consent agenda as follows:

Enrollment – October 2012  
Revenues & Expenditures Report – September 2012  
Year to Date Financial Report – September 2012  
Regular Meeting Minutes – August 22, 2012 Meeting  
Work Session Meeting Minutes – September 12, 2012  
Regular Meeting Minutes – September 26, 2012

Alan King seconded. The motion approving the consent agenda unanimously carried.

**REPORTS & DISCUSSION**

SHHS ASB Leadership Introductions

Due to the absence of SHHS ASB Public Relations representative Eliazar Lopez, Alexi Malmedal introduced Jeff Steinke and provided a reported on SHHS activities during the SHSD Regular Meeting – October 24, 2012

month of October that included: homecoming events and court announcement, breast Cancer awareness fundraising events, and the think pink football game at Milwaukie High School.

#### Policy Revision – First Reading

During the first reading of policy KG – Community Use of District Facilities Alan King provided a history of the ongoing and postponed revision work and expressed his dissatisfaction with the delay and lack of follow through. Mr. King then provided a review of the policy and the facility use committee's recommendation.

During board review of the committee recommended revisions, additional board revisions were provided. The board requested revisions will be included for the second reading at the October 10<sup>th</sup> work session.

#### Policy Review – BDDC: Board Meeting Agenda

As follow-up to a public comment and request at the September 26, 2012 Board Meeting, Marshall Porter led discussion on board packet availability to the public via the SHSD website and proposed revisions to board policy BDDC – Board Meeting Agenda. The board expressed frustration with receiving meeting materials late and recommended language that included the selection of “three full work days before the meeting” and revising language in the next paragraph addressing posting the agenda on the district website to “at least three full working days prior to the meeting” instead of “on the day of the meeting”.

The board was in favor of continued policy review at the next meeting. Information requested from Superintendent Davalos for the next meeting included input from SHSD technology staff on ability to accommodate the option, the process involved with doing so and the employee who would be assigned to the task.

#### Policy Review – Athletic Eligibility Policy

Marshall Porter requested board review of SHSD extracurricular/athletic eligibility policy and expressed concern with St. Helens High School athletes not meeting graduation requirements but being eligible for athletic participation. Following board discussion in favor and not in favor of the request, input from SHHS administration and Superintendent Davalos about district and OSAA eligibility and intervention work in place at SHHS, the discussion was concluded with Nathan Helwig expressing support and confidence in SHHS administration's extracurricular/athletic eligibility rules and intervention work to meet graduation requirements.

Mr. Porter's request was not supported by the entire board. Review of SHSD's athletic policy will not continue at this time.

#### Lewis & Clark Elementary School 2012-13 School Improvement Plan

Lewis & Clark Elementary School Principal Cathy Carson presented a review of the Lewis & Clark Elementary School 2012-13 School Improvement Plan developed with the L&C site council. A copy of the plan is attached.

A school board question and answer session with SHSD principals on SHSD's K-12 2012-13 SIPs will be held during the November 28<sup>th</sup> Regular Board Meeting.

#### St. Helens Middle School 2012-13 School Improvement Plan

St. Helens Middle School Principal Joanna Tobin presented a review of the St. Helens Middle School 2012-13 School Improvement Plan. A copy of the plan is attached.

A school board question and answer session with SHSD principals on SHSD's K-12 2012-13 SIPs will be held during the November 28<sup>th</sup> Regular Board Meeting.

#### SB290 Committee Update

Prior to SB290 Committee discussion, Board Member Matt Freeman was called to attend the meeting via speaker phone. As following up to SB290 Committee make-up discussed at the September 12<sup>th</sup> Board Work Session and the September 26<sup>th</sup> Regular Board Meeting, Superintendent Davalos restated the recommended SB290 Committee as follows  
Lisa Rawlings, Joan Arends-Tayler, Mark Janke, Diane Kadolph-Ray, Jim Mangan, Kerry Marshal, Martha Sipe, Lori Thompson, Joanna Tobin, Janell DePriest and himself.

The motion at the September 12<sup>th</sup> Work Session was discussed by the board and committee make-up restrictions was questioned. Superintendent Davalos clarified the only restriction to committee make-up is school board membership.

Board members in favor of the September motions expressed confidence in Superintendent Davalos' committee make-up recommendation and board members not in favor of the motion expressed concern with delegation of the evaluation model revision task.

#### SHSD Education Compact Committee

Superintendent Davalos provided a formal recommendation to assign SHSD Education Compact Committee district representation as follows: Lisa Rawlings, Karla Thompson, Andy Croley and himself. Recommended licensed representation included Colleen Grogan, Fran Clason, Keith Meeuwsen, Richard Palen and Martha Sipe. Donna Rethati will serve as the committee secretary.

No opposition to the recommendation was expressed by the board.

#### Third Reading of Revised Policy KG: Community Use of District Facilities

No further revision to revised policy KG was requested.

## **PUBLIC COMMENT REGARDING AGENDA ITEMS**

No public comment regarding agenda items was provided.

## **ACTION ITEMS**

### SB290 Committee Recommendation

Nathan Helwig entered a motion to approve the SB290 Committee Recommendation as presented by Superintendent Davalos on September 24, 2012 and October 10, 2012. Ray Biggs seconded.

Alan King expressed disagreement with delegating what he viewed as such an important task and explained board member involvement is crucial in employee evaluation.

The motion carried as follows: Matt Freeman, yes; Nathan Helwig, yes; Ray Biggs, yes; Marshall Porter, yes; and Alan King, no.

### Policy Revision - KG: Community Use of District Facilities

Alan King entered a motion to approve policy KG – Community Use of District Facilities as revised during the third reading. Nathan Helwig seconded.

The motion unanimously carried.

### 2013-14 Budget Calendar

Nathan Helwig entered a motion to approve the 2013-14 Budget Committee meeting calendar as presented. Ray Biggs seconded.

The motion unanimously carried.

### Resolution 2012-2013 No.11

Nathan Helwig entered a motion to approve Resolution 2012-13 No.11 – Quality Education Model Funding. Alan King seconded.

Mr. King expressed concern with the resolution title of “Quality Education Model Funding” entered a motion to amended Mr. Helwig’s motion with the title “Quality Education Model Funding” removed from the resolution. Mr. Helwig seconded.

The motion to amend the resolution title unanimously carried.

Marshall Porter requested input on the intended audience. Lengthy board input on the intended audience included legislation, local media, staff, political groups, etc. and concluded with question called by Ray Biggs.

The motion approving Resolution 2012-13 No.11 with the title struck unanimously carried.

## **UPCOMING MEETING INPUT**

November 14, 2012 Work Session agenda items scheduled included:

- Yankton Arthur Academy Annual Report
- McBride Elementary School 2012-13 SIP
- SHSD Annual Report

SHSD Regular Meeting – October 24, 2012

- Assessment Framework

## **ADJOURNMENT**

The October 24, 2012 Regular Meeting adjourned at 7:52 p.m. and convened into Executive Session in accordance with ORS 192.660 (2) (e) to discuss and develop sales or lease strategies for district property sale or lease.

## **RECONVENEING OF PUBLIC MEETING**

The public meeting was reconvened at 8:25 p.m.

## **ACTION PERTAINING TO EXECUTIVE SESSION**

### Agenda Revision

Nathan Helwig entered a motion to add agenda items:

- 7.5 declaring Deer Island School Surplus Property, and
- 7.6 authorizing Janine Salisbury to have a professional appraisal done of Deer Island School Property.

Alan King seconded. The motion unanimously carried.

### Added Action Items

Alan King entered a motion declaring Deer Island School surplus property. Nathan Helwig seconded. The motion unanimously carried.

Nathan Helwig entered motion authorizing Janine Salisbury to have a professional appraisal done of Deer Island School property. Ray Biggs seconded.

Ray Biggs recommended Jeff Benham as an appraiser.

The motion unanimously carried.

## **ADJOURNMENT**

The October 24, 2012 Regular Board Meeting adjourned at 8:35 p.m.

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Board Chair

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Superintendent

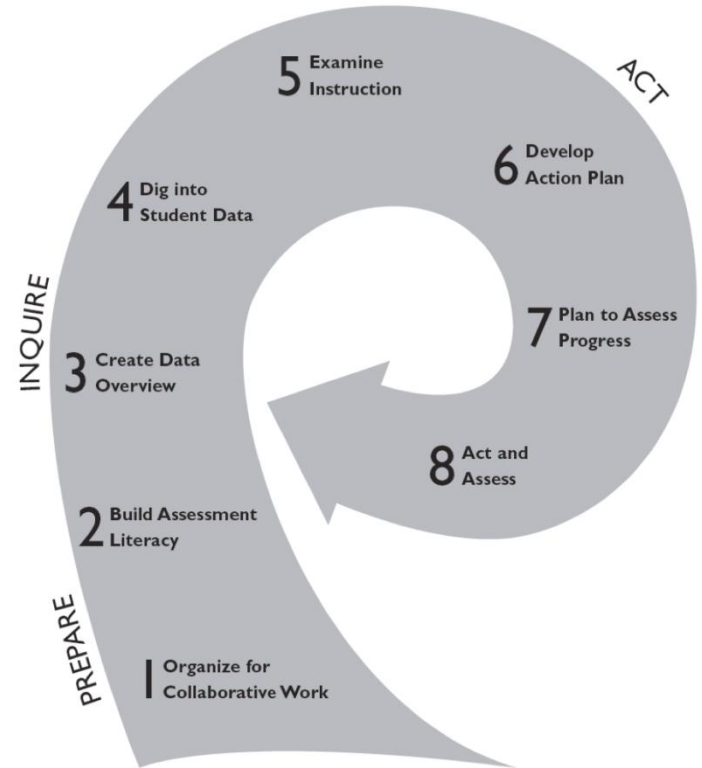


# 2012-2013 School Improvement Plan

**SCHOOL:** Lewis & Clark Elementary

**PRINCIPAL:** Cathy Carson

SITE COUNCIL TEAM MEMBERS		
Name	Signature	Position
Cathy Carson		Principal
Yvonne Lewis		Site Council Chair & 3 <sup>rd</sup> Grade Rep
Dee Anna Henrie		6 <sup>th</sup> Grade Rep
Trish Walker		Kindergarten Rep
Mary Beatley		Classified Rep
Brie Allen		Parent Rep
Katie Moore		Parent Rep
Katie Woodall		Parent Rep



Data Wise Improvement Process

## Ia. DATA

### State Report Card

<b>2011-2012 School Report Card</b>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <b>Lewis &amp; Clark</b>              Elementary School           </div> </div>
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Dear Parents and Community Members, Preliminary September 20, 2012

The Oregon Department of Education is proud to issue the 14th annual Oregon School Report Cards. Oregon currently rates schools as either "Outstanding," "Satisfactory," or "In Need of Improvement" based on factors including student test results, participation, and academic growth. In order to ensure that these reports provide you with the best possible information about your school and your student's education, we will be working to redesign and improve the Report Cards over the coming year. We welcome your feedback on this redesign process and hope that the information in this Report Card helps to paint a picture of both the successes and opportunities for improvement in our schools. To share your feedback, go to: [www.ode.state.or.us/go/nextgen](http://www.ode.state.or.us/go/nextgen).

Rob Saxton, Deputy Superintendent of Public Instruction

<b>Federal Designation For Title I Schools<sup>1</sup></b> <input type="checkbox"/> PRIORITY <input type="checkbox"/> FOCUS <input type="checkbox"/> MODEL	<b>Oregon Report Card Overall Rating: SATISFACTORY</b> <div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 30%; border-bottom: 1px solid black; margin-right: 5px;">In Need of Improvement</div> <div style="width: 40%; border-bottom: 1px solid black; margin-right: 5px; text-align: center;"> </div> <div style="width: 30%; border-bottom: 1px solid black; margin-right: 5px;">Outstanding</div> </div>
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SCHOOL AT A GLANCE					
<b>Student Population</b>	<b>School</b>	<b>Attendance</b>	<b>School</b>	<b>District</b>	<b>State</b>
Number of Students	655	2010-2011	94.4%	94.4%	94.7%
Percentage of Students in English as a Second Language Programs	2.6%	2011-2012	93.7%	93.8%	94.9%
<b>Staffing</b>	<b>School</b>	<b>Expulsions</b>	<b>School</b>	<b>State</b>	
Administrators (FTE)	1.0	Number of Expulsions Due to Weapons	1	218	
Teachers (FTE)	32.2	<b>Testing Participation</b>	<b>School</b>	<b>State</b>	
* Average Years of Experience	14.5	Participation in 2011-2012 Statewide Assessments	100%	99.1%	
* With a Master's Degree or Higher	62.7%	<b>Department of Education Notes</b> <sup>1</sup> This designation is part of Oregon's approved ESEA Flexibility Waiver. Only 20 percent of Title I schools receive a designation under the waiver.			
* With Emergency or Provisional Credential	0.0%				
* Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	100%				
* Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	0.0%				
Educational Assistants (FTE)	8.5				
Other Staff (FTE)	14.1				
<b>Elementary Class Size</b>	<b>Number of Classes in School</b>	<b>School</b>	<b>State</b>		
Fewer than 20 Students	1	4.5%	11.8%		
20-25 Students	0	0.0%	38.2%		
26-30 Students	9	40.9%	38.6%		
More Than 30 Students	12	54.5%	11.3%		

\* Not displayed to protect student confidentiality.      — No data available



## Ib. AYP Report

### 2011-12 Final AMO Report (Public)

Reading Knowledge and Skills Details

District: St Helens SD 502  
School: Lewis & Clark Elementary School

Participation Target: 95%

Participation	Participation		Non-participation		Participation Denominator	Participation Rate
	10-11	11-12	10-11	11-12		
All Students	738	649	0	0	1387	100
Economically Disadvantaged	381	358	0	0	739	100
Limited English Proficient	26	26	0	0	52	100
Students with Disabilities	125	117	0	0	242	100
Asian/Pacific Islander	13	8	0	0	21	100
Black (not of Hispanic origin)	7	3	0	0	10	100
Hispanic origin	67	58	0	0	125	100
American Indian/Alaskan Native	14	11	0	0	25	100
White (not of Hispanic origin)	596	529	0	0	1125	100
Multi-Racial/Multi-Ethnic	41	40	0	0	81	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 70%

Academic Status	2010-2011		2011-2012			Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
	# Tests	# Met	# Tests	10-11 Standards # Met	11-12 Standards # Met				
All Students	722	600	624	498	411	2010-2012	75.11	4.12	79.23
Economically Disadvantaged	372	284	341	253	200	2010-2012	67.88	5.66	73.54
Limited English Proficient	26	17	26	19	15	2010-2012	61.54	20.94	82.48
Students with Disabilities	121	57	113	51	42	2010-2012	42.31	9.87	52.18
Asian/Pacific Islander	12	12	8	8	7	2010-2012	95.00	*	*
Black (not of Hispanic origin)	7	6	*	*	*	2010-2012	*	*	*
Hispanic origin	65	44	54	38	29	2010-2012	61.34	13.84	75.19
American Indian/Alaskan Native	14	11	10	5	4	2010-2012	62.50	*	*
White (not of Hispanic origin)	584	482	510	412	347	2010-2012	76.69	4.57	81.26
Multi-Racial/Multi-Ethnic	40	35	39	32	21	2010-2012	70.89	16.99	87.88

Academic Growth	2010-2011	2011-2012		Change in % Met	Growth Target
	10-11 Standards % Met	10-11 Standards % Met	11-12 Standards % Met		
All Students	83.10	79.81	65.87	-3.29	1.69
Economically Disadvantaged	76.34	74.19	58.65	-2.15	2.37
Limited English Proficient	65.38	73.08	57.68	7.69	3.46
Students with Disabilities	47.11	45.13	37.17	-1.97	5.29
Asian/Pacific Islander	100.00	100.00	87.50	0.00	*
Black (not of Hispanic origin)	85.71	*	*	*	*
Hispanic origin	67.69	70.37	53.70	2.68	3.23
American Indian/Alaskan Native	78.57	50.00	40.00	-28.57	*
White (not of Hispanic origin)	84.25	80.78	68.04	-3.46	1.58
Multi-Racial/Multi-Ethnic	87.50	82.05	53.85	-5.45	1.25

Academic growth is calculated using the percentage of students in 2010-11 and 2011-12 meeting 2010-11 Reading achievement standards.

### 2011-12 Final AMO Report (Public)

(As of 9/13/2012)

District: St Helens SD 502  
School: Lewis & Clark Elementary School

### The Purpose of the Report

Under the ESEA Flexibility waiver that was recently approved, Oregon will be using an interim accountability system for the 2011-12 school year. This system will allow the state to focus its interventions on schools identified as focus and priority schools based on the prototype of the new accountability system, while still using the Oregon Report card to provide parents, public, educators and policymakers with differentiated performance ratings and information for all schools and subgroups.

The purpose of this report is to provide districts with an opportunity to view key data elements that will feed into this rating system so they can make any necessary corrections.



**2011-12 Final AMO Report (Public)**  
*Mathematics Knowledge and Skills Details*

District: St Helens SD 502  
 School: Lewis & Clark Elementary School

**Participation Target: 95%**

Participation	Participation		Non-participation		Participation Denominator	Participation Rate
	10-11	11-12	10-11	11-12		
All Students	738	649	0	0	1387	100
Economically Disadvantaged	381	358	0	0	739	100
Limited English Proficient	26	26	0	0	52	100
Students with Disabilities	125	117	0	0	242	100
Asian/Pacific Islander	13	8	0	0	21	100
Black (not of Hispanic origin)	7	3	0	0	10	100
Hispanic origin	67	58	0	0	125	100
American Indian/Alaskan Native	14	11	0	0	25	100
White (not of Hispanic origin)	596	529	0	0	1125	100
Multi-Racial/Multi-Ethnic	41	40	0	0	81	100

*The participation target may be met using either a two-year or the current year participation rate.*

**Math Target: 70%**

Academic Status	2010-2011		2011-2012		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
	# Tests	# Met	# Tests	# Met				
All Students	722	425	624	348	2010-2012	67.43	4.12	61.55
Economically Disadvantaged	372	185	341	188	2010-2012	49.51	5.66	55.16
Limited English Proficient	26	11	26	10	2010-2012	40.38	20.94	61.32
Students with Disabilities	121	41	113	30	2010-2012	30.34	9.87	40.21
Asian/Pacific Islander	12	9	8	7	2010-2012	80.00	*	*
Black (not of Hispanic origin)	7	1	*	*	2010-2012	*	*	*
Hispanic origin	65	28	54	20	2010-2012	40.34	13.84	54.18
American Indian/Alaskan Native	14	7	10	3	2010-2012	41.87	*	*
White (not of Hispanic origin)	584	357	510	300	2010-2012	60.05	4.57	64.62
Multi-Racial/Multi-Ethnic	40	23	39	17	2010-2012	50.63	16.99	67.62

Academic Growth	2010-2011 % Met	2011-2012 % Met	Change in % Met	Growth Target
All Students	58.88	55.77	-3.10	4.11
Economically Disadvantaged	49.73	49.27	-0.46	5.03
Limited English Proficient	42.31	38.46	-3.85	5.77
Students with Disabilities	33.88	26.55	-7.34	6.61
Asian/Pacific Islander	75.00	87.50	12.50	*
Black (not of Hispanic origin)	14.29	*	*	*
Hispanic origin	43.08	37.04	-6.04	5.69
American Indian/Alaskan Native	50.00	30.00	-20.00	*
White (not of Hispanic origin)	61.13	58.82	-2.31	3.89
Multi-Racial/Multi-Ethnic	57.50	43.59	-13.91	4.25

*Academic growth is calculated using the percentage of students in 2010-11 and 2011-12 meeting current Math achievement standards.*

**2011-12 Final AMO Report (Public)**  
*Attendance*

District: St Helens SD 502  
 School: Lewis & Clark Elementary School

**Attendance Target: 92.0%**

Attendance	2010-2011		2011-2012		Combined Attendance
	Enroll	% Attend.	Enroll	% Attend.	
All Students	738	94.4	649	93.7	94.1
Economically Disadvantaged	381	93.7	358	93.0	93.4
Limited English Proficient	25	95.1	19	95.4	95.2
Students with Disabilities	125	93.7	117	93.0	93.4
Asian/Pacific Islander	13	95.6	8	94.0	95.0
Black (not of Hispanic origin)	7	92.8	*	*	92.4
Hispanic origin	67	94.3	58	93.6	94.0
American Indian/Alaskan Native	14	91.6	11	90.8	91.2
White (not of Hispanic origin)	596	94.5	529	93.8	94.2
Multi-Racial/Multi-Ethnic	41	94.0	40	94.4	94.2

*Combined Attendance is based on attendance rates (Grades 1 - 12) calculated from Third Period Cumulative ADM and weighted by enrollment counts (Grades 1 - 12) submitted from Spring Membership for each year. Attendance target may be met using either a two-year or the current year attendance rate.*

## Ic. Data Summary

1. Using all the assessment data available at your school (more than just the statewide assessment data), summarize your student achievement results. Which groups of students are doing well at your school in reading & math? Which groups are your lowest performing students?

Content Area	Doing Well	Lowest Performing Groups
Reading	Most Groups	Students with Disabilities
Math	Some Groups	Students with Disabilities; Students of Hispanic Origin

II. Academic Action Plan (Every school will be addressing 3-4 areas of achievement in their School Improvement Plan. A separate Academic Action Plan needs to be written for each additional content area)

CONTENT AREA: <i>Reading</i>
<p>LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?):</p> <p><i>Students in general, and specifically SWD, are struggling to do grade level work.</i></p> <p><i>Students in general, and specifically SWD, are missing fundamentals, especially phonemic awareness.</i></p>
<p>PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?):</p> <p><i>Lewis &amp; Clark will improve collaboration across programs, ie. SPED to Classroom, Title I to Classroom, ELD to Classroom</i></p> <p><i>Lewis &amp; Clark will improve fidelity to the core including all students having equal access to core instruction.</i></p> <p><i>Lewis &amp; Clark will improve interventions through small group instruction and engagement strategies.</i></p>
<p>STUDENT ACHIEVEMENT GOAL (SMART GOAL):</p> <p><i>Per our Achievement Compact, 50% of Students <b>With Disabilities</b> will meet the benchmark or reach adequate growth targets.</i></p>

INSTRUCTIONAL STRATEGIES	RATIONALE	PROFESSIONAL DEVELOPMENT	ASSESS PROGRESS	USE OF RESOURCES
List specific instructional strategies tied to your problem of practice.	Why do you believe this strategy will address the learner-centered problem?	How will you increase staff capacity to implement this strategy with fidelity?	<p>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</p>	How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?
<i>SWD will be in small group instruction.</i>	<i>Previously, SWD have been pulled out of the intervention time. This will give them the opportunity to be double-dosed in intervention.</i>	<i>PD for teachers to differentiate and determine appropriate level materials for interventions.</i>	<p><i>1. Intervention schedule &amp; content guide.</i></p> <p><i>2. SWD will show growth in specific areas targeted by small group intervention.</i></p>	<i>Classroom Teachers Instructional Materials (New) RTI Coaching</i>

INSTRUCTIONAL STRATEGIES	RATIONALE	PROFESSIONAL DEVELOPMENT	ASSESS PROGRESS	USE OF RESOURCES
List specific instructional strategies tied to your problem of practice.	Why do you believe this strategy will address the learner-centered problem?	How will you increase staff capacity to implement this strategy with fidelity?	<p>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</p>	How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?
<i>SWD will be in classroom core instruction of grade level material.</i>	<i>Students have previously been pulled from core instruction for Resource Rm instruction.</i>	<i>Master Schedule</i>	<p>1. Master Schedule &amp; Individual Classroom Schedules</p> <p>2. Attendance, Assignments, Assessments</p>	<i>Collaboration between special programs and classroom teachers on services</i>
<i>Intervention groups will match appropriate level and content of need.</i>	<i>Intervention groups have previously been 1) too large and therefore 2) had too many levels in them.</i>	<i>Jo Robinson Training RTI Coaching</i>	<p>1. Data meetings with discussion of which students get which interventions and from which teacher.</p> <p>2. Students will show growth in targeted intervention on formative assessment and universal screenings.</p>	<i>RTI Coach Title Team 100% Data Meetings</i>
<i>Staff will use effective engagement strategies.</i>	<i>Research tells us that engagement is a central aspect of effective teaching.</i>	<i>Jo Robinson Training RTI Coaching Administrative PD from Marzano's The Highly Engaged Classroom</i>	<p>1. Classroom observation</p> <p>2. 100% Student Engagement!</p>	<i>Peer Observation RTI Coaching Admin Observation</i>
<i>Collaboration, communication, and common language around academic progress and curriculum pacing.</i>	<i>We believe that better articulation of our instructional content will positively impact student achievement and support scaffolded learning.</i>	<i>Admin PD PLC Discussion Training in Peer Observation</i>	<p>1. Scheduled meeting time including PLC</p> <p>2. Students will recognize continuity of instruction across programs.</p>	<i>Admin SPED Teachers RTI Coach Classroom Teachers Collaborative Teams</i>

## II. B Academic Action Plan (Optional)

CONTENT AREA: *Mathematics*

LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?):

*Students in general, and specifically SWD, are struggling to do grade level work.*

*Students in general, and specifically SWD, are missing math vocabulary and background components, especially place value and number sense.*

PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?):

*All students must be in class during grade level math instruction.*

*In the absence of Title I services in Math, teachers need to reteach to proficiency.*

STUDENT ACHIEVEMENT GOAL (SMART GOAL):

*Per our Achievement Compact, 50% of Students with Disabilities will meet the benchmark or reach adequate growth targets.*

INSTRUCTIONAL STRATEGIES	RATIONALE	PROFESSIONAL DEVELOPMENT	ASSESS PROGRESS	USE OF RESOURCES
List specific instructional strategies tied to your problem of practice.	Why do you believe this strategy will address the learner-centered problem?	How will you increase staff capacity to implement this strategy with fidelity?	<p>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</p>	How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?
<i>SWD will be in classroom core math instruction of grade level material as much as schedules will allow.</i>	<i>Students will have access to the core from the classroom teacher.</i>	<i>SPED Rep will be invited to join Math Committee. Math Committee will provide parent training tips through Math Connection, newsletter, Title I Family Math Night, etc.</i>	<p><i>1. Walkthroughs, PLC Work, lesson plans.</i></p> <p><i>2. Curriculum Director has provided grade level formative math assessments that the Math Committee is reviewing for alignment to CCSS.</i></p>	<i>Collaboration between special programs and classroom teachers on services, strategies, &amp; assessment.</i>

<p><b>INSTRUCTIONAL STRATEGIES</b></p> <p>List specific instructional strategies tied to your problem of practice.</p>	<p><b>RATIONALE</b></p> <p>Why do you believe this strategy will address the learner-centered problem?</p>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>How will you increase staff capacity to implement this strategy with fidelity?</p>	<p><b>ASSESS PROGRESS</b></p> <p>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</p>	<p><b>USE OF RESOURCES</b></p> <p>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?</p>
<p><i>ADD/Spiral Review</i>  <i>Use math vocabulary throughout the day.</i>  <i>Use hand on games out of the curriculum.</i>  <i>Continue Family Math Nights</i>  <i>IXL</i></p>	<p><i>This strategies give students practice over and over on the math vocabulary, place value, and number sense.</i></p>	<p><i>Review curriculum content for problem areas K-6.</i></p> <p><i>Train all staff in use of IXL math for differentiation, home use, &amp; practice.</i></p>	<p><i>1. Walkthroughs, observations, PLC work.</i></p> <p><i>2. CBMs and formative assessments as presented by Math Committee.</i></p>	<p><i>Classroom teachers in collaboration with SPED teachers and Math Committee.</i></p>

School Improvement Plan 2012-2013  
**St Helens Middle School**

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**Data Summary 2011-2012 – Literacy**

SIP Goal 1 OAKS Reading and Literature (to increase performance by 5% on previous year)	Achieved 2011-2012
6 <sup>th</sup> 52%	70% (exceeded goal by 18%)
7 <sup>th</sup> 53%	81% (exceeded goal by 28%)
8 <sup>th</sup> 64%	65% (exceeded goal by 1%)

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**Data Summary 2011-2012 – Math**

SIP Goal 1 OAKS Reading and Literature (to increase performance by 5% on previous year)	Achieved 2011-2012
6 <sup>th</sup> 72%	77% (exceeded goal by 5%)
7 <sup>th</sup> 81% (concentrated services 2010-2011)	67% (did not meet goal by -14%)
8 <sup>th</sup> 57%	66% (exceeded goal by 9%)

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## Academic Action Plan Item #1

**CONTENT AREA:** Math

**LEARNER-CENTERED PROBLEM** (What are your students struggling to learn or to be able to do?): Students are not on track to meet the Essential Skill Requirements needed to earn a St Helens High School Diploma.

**PROBLEM OF PRACTICE** (What elements of instruction need to be improved in order to address the learner-centered problem?): Students are in need of interventions and re-teaching in addition to grade-level instruction.

**STUDENT ACHIEVEMENT GOAL (SMART GOAL):**

The number of students who meet or exceed the 7<sup>th</sup> grade Math Standard will increase from 67% to 72% as measured by the OAKS, spring 2013.

The number of students who meet or exceed the 8<sup>th</sup> grade Math Standard will increase from 66% to 71% as measured by the OAKS, spring 2013.

## Academic Action Plan Item #1

INSTRUCTIONAL STRATEGIES List specific instructional strategies tied to your problem of practice.	RATIONALE Why do you believe this strategy will address the learner-centered problem?	PROFESSIONAL DEVELOPMENT How will you increase staff capacity to implement this strategy with fidelity?	ASSESS PROGRESS 1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review). 2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).	USE OF RESOURCES How will you align your resources (people, time, dollars, materials, and partnerships) to accomplish your goals?
Tertiary Response to Intervention Math group during Focus and RTI framework development & implementation	Strategy will address lagging skills through pre-teaching and re-teaching.	Time for Core Team/RTI Team to meet for RTI Professional Development and Design and Implementation	1. RTI Meetings & Staff Professional Development 2. Curriculum Based Assessments & State Assessments	Professional Development time allocated for Response to Intervention & Staffing Allocation for Math Focus, Read 180 and Academic Success
Boost Math Classes for 7 <sup>th</sup> and 8 <sup>th</sup> Grade and differentiated Math instruction	Intervention will address lagging skills through pre-teaching and re-teaching.	Implementation of best practices	1. Ongoing discussions and reflection on approach to interventions and evaluation of effectiveness 2. Improvement in OAKS and classroom achievement	Staffing allocation of four quarters of Math Boost (two sections for 7 <sup>th</sup> and 2 sections for 8 <sup>th</sup> )
Math PLC & Special Education PLC collaboration	Curriculum development and alignment to address potential gaps and/or overlap of standards instruction	Time for PLC collaboration and implementation of plan	1. PLC collaborative discussions with Math and Special Education Teachers 2. Increase in Math Growth Ratings	Time for PLC partnerships
Continue to assess and provide the appropriate level of math for students that have met or exceeded the math benchmarks.	Provide instruction appropriate to students' level and rate.	Time for PLC collaboration Focus on Differentiation and Instruction (per course needs)	1. PLC collaborative discussions with Math and Special Education Teachers 2. Increase in Math Growth Ratings	Evaluate resources annually and FTE needs to support all level needs for math instruction.

## Academic Action Plan Item #2

**CONTENT AREA:** Literacy

**LEARNER-CENTERED PROBLEM** (What are your students struggling to learn or to be able to do?): Students are not on track to meet the Essential Skills requirements necessary to earn a St Helens High School Diploma.

**PROBLEM OF PRACTICE** (What elements of instruction need to be improved in order to address the learner-centered problem?): Students are in need of interventions and re-teaching in addition to grade-level instruction.

**STUDENT ACHIEVEMENT GOAL (SMART GOAL):**

The number of students who meet or exceed the 7<sup>th</sup> grade Reading and Literature OAKS will increase from 81% to 86% as measured by the OAKS, Spring 2013.

The number of students who meet or exceed the 8<sup>th</sup> grade Reading and Literature OAKS from 65% to 70% as measured by the OAKS, Spring 2013.

Students will have an additional one quarter of Writing instruction during the 7<sup>th</sup> grade school year.

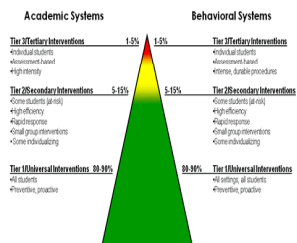
## Academic Action Plan Item #2

INSTRUCTIONAL STRATEGIES List specific instructional strategies tied to your problem of practice.	RATIONALE Why do you believe this strategy will address the learner-centered problem?	PROFESSIONAL DEVELOPMENT How will you increase staff capacity to implement this strategy with fidelity?	ASSESS PROGRESS 1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade-level discussions, lesson plan review). 2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).	USE OF RESOURCES How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?
Reading Interventions (Read 180) and Academic Support Class	Specific instruction addressing learner needs & organizational support	Referral of appropriate students and monitoring through Case Teams and RTI process	1. Teacher & Counselor Collaboration and ongoing progress monitoring through RTI 2. Increase in student achievement	Time for progress monitoring and collaboration
Writing Instruction addressing the Common Core State Standards; increase student time spent writing and editing; identify students in need of a writing intervention through RTI	Additional 1% increase of student time spent with writing instruction and development for 7th grade	Time and resources support of initiative	1. PLC Discussion report ones 2. Increase in student achievement (curriculum based measures and classroom assessments)	Title 2 Funding for OWP Training & Time for PLC Collaboration Community School Grant
Language Arts PLC & Special Education PLC collaboration	Curriculum development and alignment to address potential gaps and/or overlap of standards instruction	Professional Development through the Oregon Writing Project & Time for PLC Collaboration and implementation of plans	1. PLC collaborative discussions with Language Arts Teachers and Special Education Teachers 2. Increase in Reading and Literature Growth Ratings	Title 2 Funding for OWP Training & Time for PLC Collaboration

## St Helens Middle School Response to Intervention

- Established RTI Team
- Staff Development for Team and All Staff
- Review of Current Intervention Practices
- Establishing and Improving Interventions

## St Helens Middle School Response to Intervention (RTI)



## Academic Action Plan Item #3

### CONTENT AREA: Academic Priority Students

Students are identified as Academic Priority Students based off of the following criteria.

**Academic Achievement:** Students scoring a Level 1 or 2 in the areas of Math Achievement and Reading Achievement

**Attendance:** Students attending less than 80 % of the time during 2012-2013 School Year (and who attended less than 80% of the time during the 2011-2012 School Year)

**Behavior:** Students with 6 or more major referrals for 2012-2013 School Year or 2 major referrals in one quarter

**LEARNER-CENTERED PROBLEM** (What are your students struggling to learn or to be able to do?);  
Students are struggling to attend school and to comply with behavioral expectations and meet academic achievement standards.

**PROBLEM OF PRACTICE** (What elements of instruction need to be improved in order to address the learner-centered problem?);  
Early identification and interventions for students at risk of dropping out of high school or not meeting graduation requirements.

### STUDENT ACHIEVEMENT GOAL (SMART GOAL):

The students identified on the Academic Priority List for Attendance will make a 5% increase in attendance and students identified for Academics will make a 5% increase in identified areas of Oregon Assessment of Knowledge and Skills. Students will be monitored weekly to be identified for appropriate interventions.

## Academic Action Plan Item #3

INSTRUCTIONAL STRATEGIES List specific instructional strategies tied to your problem of practice.	RATIONALE Why do you believe this strategy will address the learner-centered problem?	PROFESSIONAL DEVELOPMENT How will you increase staff capacity to implement this strategy with fidelity?	ASSESS PROGRESS 1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review). 2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).	USE OF RESOURCES How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?
Progress Monitoring (Care Team, RTI Team, Grade-Level Team Meetings and Weekly Counselor/Admin Meetings)	Ongoing progress monitoring and early intervention	RTI Professional Development & Refining of Practices	1. RTI Team review of practices & grade-level discussions (ongoing review of fidelity of implementation) 2. Improved attendance, decrease in referrals and increase in academic achievement	Community School as available to support interventions
PIBS Team Efforts and Progress Monitoring (Teach Tos, School Wide Goal Setting and Incentive Plans)	Ongoing progress monitoring and early intervention	Professional Development, Goal Setting Tied to Data & Refining of Practices	1. Review of set data and goal setting 2. Increased attendance & decrease in minor and major referral data	PIBS Incentives (Student Body Funds) PIBS Team Professional Development
School Wide Bully-Proofing and Progress Monitoring (Teach Tos, School Wide Goal Setting and Incentive Plans)	Ongoing progress monitoring and early interventions	Provide Instructional Materials School-wide Teach-tos and Expectations	1. Focus Class Implementation of Teach Tos & Grade Level Discussions 2. Increase in reporting of behaviors decrease in out of school suspensions	PIBS Incentives (Student Body Funds) Staff time and resources dedicated to efforts

## Unity Day Overview

MAKE IT ORANGE  
MAKE IT END!  
UNITY DAY 10-10-2012