

Parkrose Elementary

AYP Report

Tonight's Objectives:

- Share school demographics
- Share OAKS data from 2007-2009
 - Common factors for success
 - Common barriers
 - Individual school reports
- Instructional focus for 2009-2010

Prescott Profile Overview

2004/2005 - 2008/2009

| School Year | Enrollment | ELL | # of Languages | Mobility | Special Education | Free & Reduced | Attendance |
|-------------|------------|-----|----------------|----------|-------------------|----------------|------------|
| 04-05 | 376 | 31% | 11 | 39% | 9% | 71% | 93% |
| 05-06 | 379 | 25% | 11 | 46% | 9% | 67% | 92% |
| 06-07 | 382 | 32% | 11 | 44% | 10% | 85% | 93% |
| 07-08 | 378 | 29% | 16 | 30% | 10% | 77% | 93% |
| 08-09 | 391 | 35% | 14 | | 9% | 88% | |

| Ethnicity | | | | | |
|-------------|-------|-------|----------|------------------------|-----------------|
| School Year | White | Black | Hispanic | Asian/Pacific Islander | Native American |
| 04-05 | 44% | 12% | 17% | 19% | 2% |
| 05-06 | 42% | 12% | 23% | 22% | 2% |
| 06-07 | 40% | 15% | 24% | 17% | 2% |
| 07-08 | 44% | 14% | 20% | 19% | 3% |
| 08-09 | 37% | 14% | 22% | 20% | 3% |

| School Year | AYP | Report Card Rating |
|-------------|-----|--------------------|
| 04-05 | Met | Strong |
| 05-06 | Met | Strong |
| 06-07 | Met | Satisfactory |
| 07-08 | Met | Satisfactory |

| 2008/2009 Staffing Information |
|--------------------------------|
| Classroom Teachers: 16 |
| Certified Support Staff: 5.9 |
| Classified Staff: |
| Outside Support Staff: |

Russell Profile Overview

2004/2005 - 2008/2009

| School Year | Enrollment | ELL | # of Languages | Mobility | Special Education | Free & Reduced | Attendance |
|-------------|------------|-----|----------------|----------|-------------------|----------------|------------|
| 04-05 | 376 | 31% | 11 | 29% | | 55% | 94% |
| 05-06 | 379 | 25% | 11 | 31% | 12% | 51% | 94% |
| 06-07 | 405 | 32% | 11 | 21% | 15% | 49% | 95% |
| 07-08 | 405 | 29% | 16 | 36% | 13% | 53% | 95% |
| 08-09 | 420 | 35% | 17 | | 12% | 57% | |

| Ethnicity | | | | | |
|-------------|-------|-------|----------|------------------------|-----------------|
| School Year | White | Black | Hispanic | Asian/Pacific Islander | Native American |
| 04-05 | 61% | 6% | 16% | 17% | 1% |
| 05-06 | 54% | 7% | 17% | 20% | 1% |
| 06-07 | 57% | 6% | 16% | 20% | 1% |
| 07-08 | 54% | 9% | 16% | 21% | 0% |
| 08-09 | 48% | 10% | 19% | 21% | 1% |

| School Year | AYP | Report Card Rating |
|-------------|-----|--------------------|
| 04-05 | Met | Exceptional |
| 05-06 | Met | Strong |
| 06-07 | Met | Strong |
| 07-08 | Met | Strong |

| 2008/2009 Staffing Information |
|--------------------------------|
| Classroom Teachers: 17 |
| Certified Support Staff: 6.2 |
| Classified Staff: 28 |
| Outside Support Staff: |

Sacramento Profile Overview
2004-2009

| School Year | Enrollment | ELL | # of Languages | Mobility | Special Education | Free & Reduced | Attendance |
|-------------|------------|-----|----------------|----------|-------------------|----------------|------------|
| 04-05 | 416 | 27% | 14 | 26% | | 60% | 94% |
| 05-06 | 428 | 18% | 13 | 23% | 11% | 58% | 94% |
| 06-07 | 426 | 19% | 10 | 25% | 11% | 70% | 97% |
| 07-08 | 425 | 24% | 12 | 24% | 13% | 65% | 94% |
| 08-09 | 444 | 24% | 14 | | 11% | 70% | |

| Ethnicity | | | | | |
|-------------|-------|-------|----------|------------------------|-----------------|
| School Year | White | Black | Hispanic | Asian/Pacific Islander | Native American |
| 04-05 | 59% | 9% | 10% | 18% | 3% |
| 05-06 | 56% | 9% | 14% | 18% | 3% |
| 06-07 | 55% | 10% | 11% | 21% | 3% |
| 07-08 | 52% | 8% | 14% | 19% | 1% |
| 08-09 | 52% | 7% | 18% | 18% | 1% |

| School Year | AYP | Report Card Rating | 2008/2009 Staffing Information |
|-------------|---------|--------------------|---|
| 04-05 | Not Met | Exceptional | Classroom Teachers: 17 Certified Support Staff: 6.9 Classified Staff: 24 |
| 05-06 | Met | Exceptional | |
| 06-07 | Met | Strong | |

Shaver Profile Overview

2004/2005 - 2008/2009

| School Year | Enrollment | ELL | # of Languages | Mobility | Special Education | Free & Reduced | Attendance |
|-------------|------------|-----|----------------|----------|-------------------|----------------|------------|
| 04-05 | 335 | 31% | 9 | 53% | | 75% | 94% |
| 05-06 | 328 | 27% | 8 | 60% | 11% | 70% | 93% |
| 06-07 | 357 | 35% | 8 | 51% | 12% | 84% | 93% |
| 07-08 | 381 | 35% | 15 | 69% | 11% | 87% | 94% |
| 08-09 | 378 | 40% | 16 | | 13% | 91% | |

| Ethnicity | | | | | |
|-------------|-------|-------|----------|------------------------|-----------------|
| School Year | White | Black | Hispanic | Asian/Pacific Islander | Native American |
| 04-05 | 38% | 13% | 25% | 23% | 1% |
| 05-06 | 25% | 19% | 33% | 23% | 1% |
| 06-07 | 20% | 18% | 40% | 19% | 1% |
| 07-08 | 22% | 19% | 43% | 16% | 1% |
| 08-09 | 19% | 18% | 44% | 16% | 2% |

| School Year | AYP | Report Card Rating |
|-------------|---------|--------------------|
| 04-05 | Met | Strong |
| 05-06 | Met | Satisfactory |
| 06-07 | Met | Satisfactory |
| 07-08 | Not Met | Satisfactory |

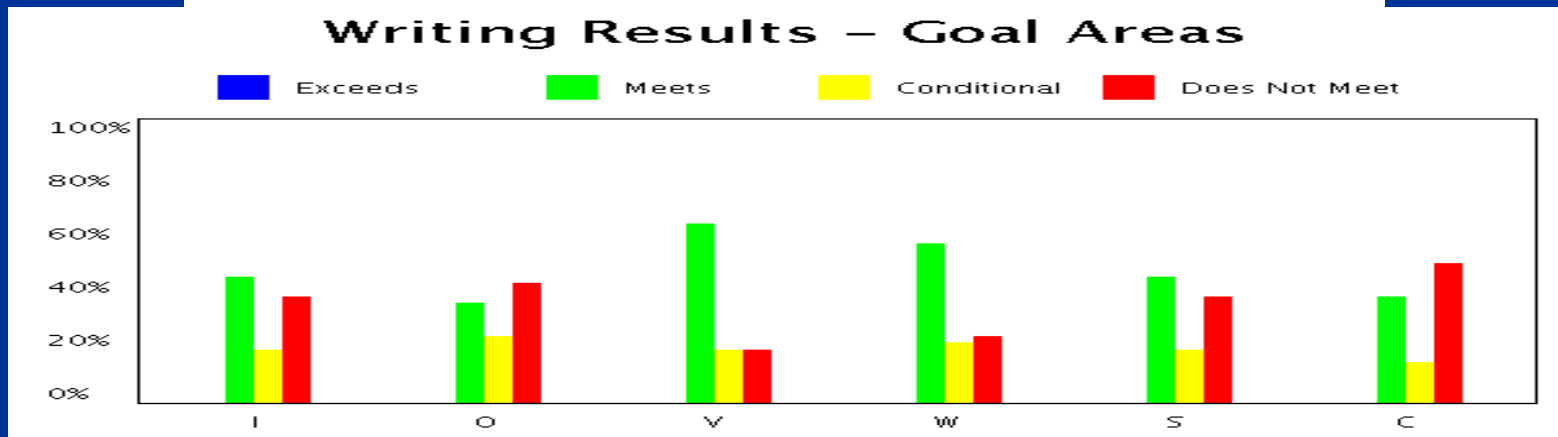
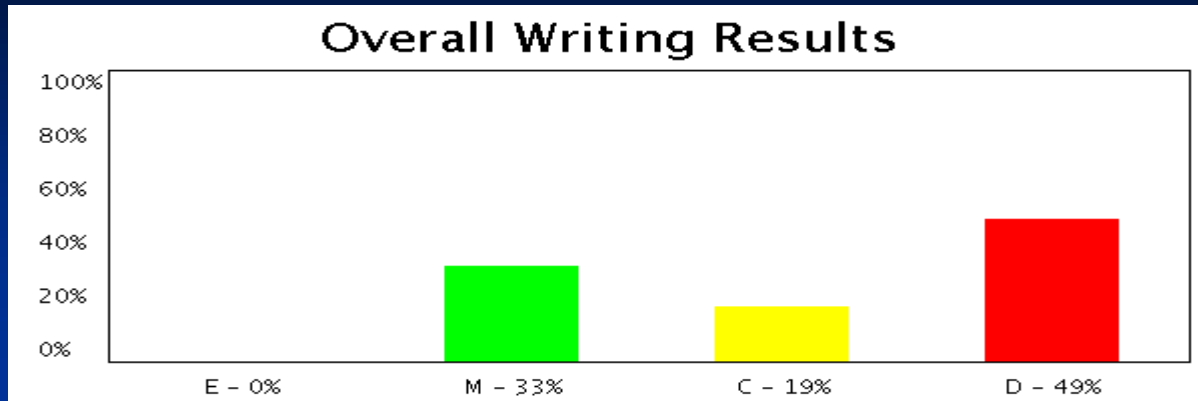
| 2008/2009 Staffing Information |
|--------------------------------|
| Classroom Teachers: 15 |
| Certified Support Staff: 6.5 |
| Classified Staff: 22 |
| Outside Support Staff: 1 |

OAKS Data 2007-2009

-See OAKS Dashboards for each school:

- Prescott
- Russell Academy
- Sacramento
- Shaver

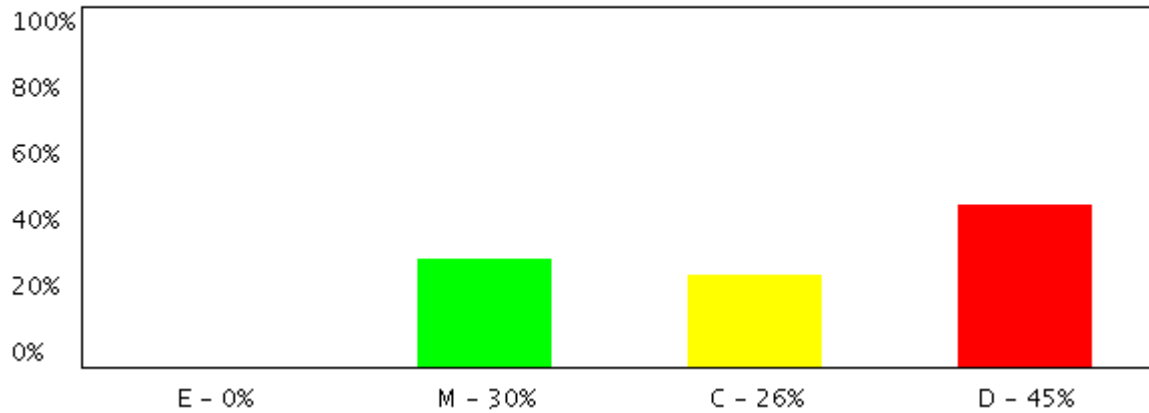
Prescott Writing Data



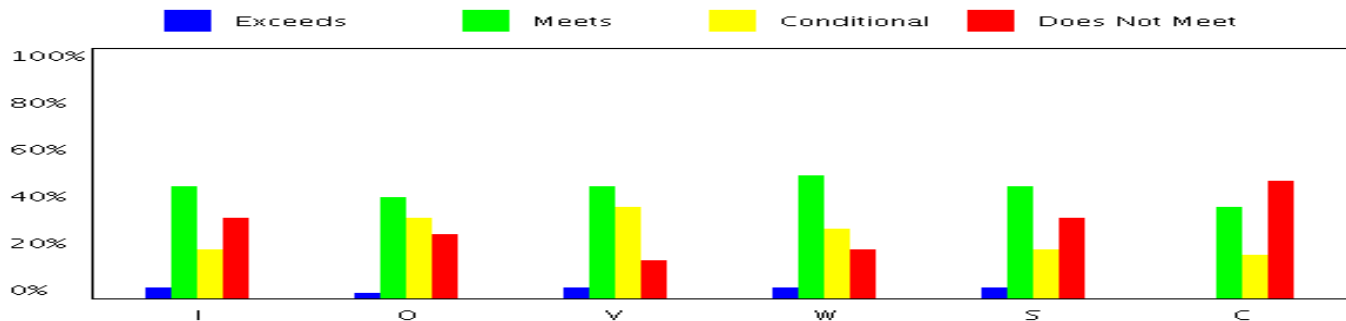
| Skill | Exceeds | Meets | Conditional | Does Not Meet |
|------------------|---------|---------|-------------|---------------|
| Ideas & Content | 0/ 0% | 19/ 44% | 8/ 19% | 16/ 37% |
| Organization | 0/ 0% | 15/ 35% | 10/ 23% | 18/ 42% |
| Voice | 0/ 0% | 27/ 63% | 8/ 19% | 8/ 19% |
| Word Choice | 0/ 0% | 24/ 56% | 9/ 21% | 10/ 23% |
| Sentence Fluency | 0/ 0% | 19/ 44% | 8/ 19% | 16/ 37% |
| Conventions | 0/ 0% | 16/ 37% | 6/ 14% | 21/ 49% |

Russell Academy Writing Data

Overall Writing Results



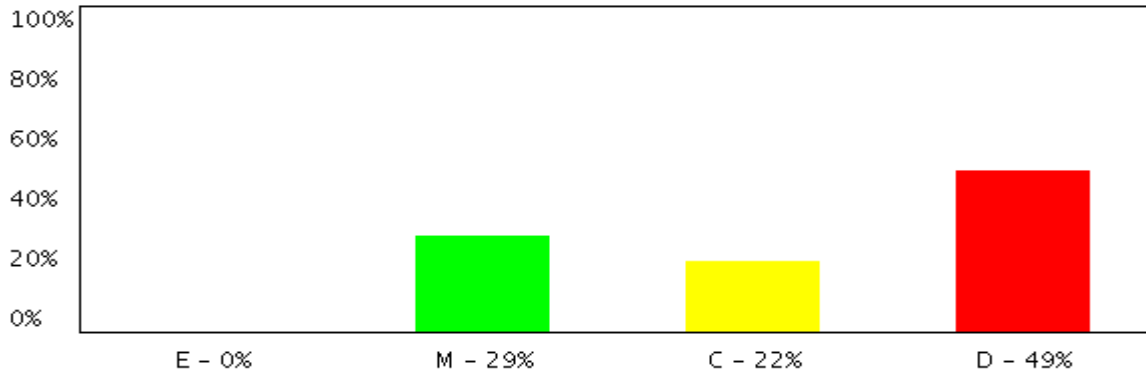
Writing Results – Goal Areas



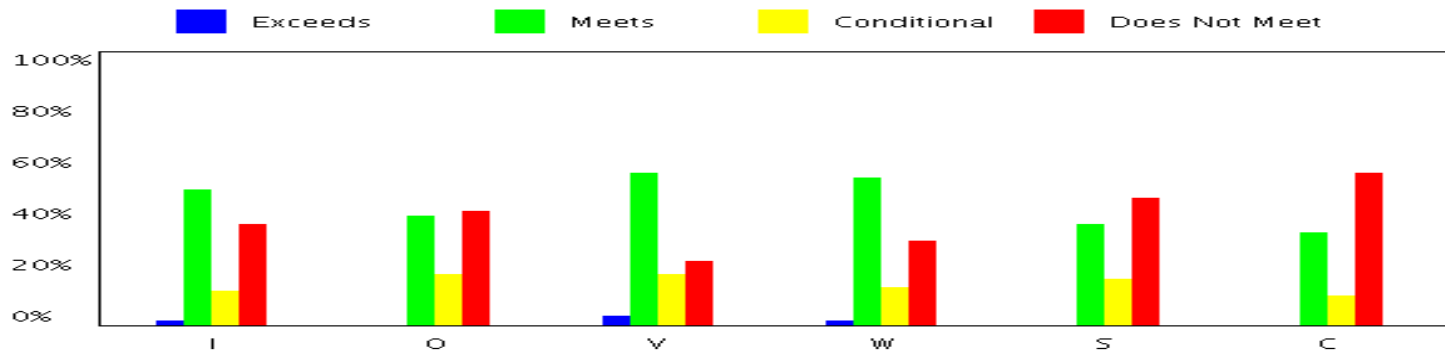
| Skill | Exceeds | Meets | Conditional | Does Not Meet |
|------------------|---------|---------|-------------|---------------|
| Ideas & Content | 2/ 4% | 21/ 45% | 9/ 19% | 15/ 32% |
| Organization | 1/ 2% | 19/ 40% | 15/ 32% | 12/ 26% |
| Voice | 2/ 4% | 21/ 45% | 17/ 36% | 7/ 15% |
| Word Choice | 2/ 4% | 23/ 49% | 13/ 28% | 9/ 19% |
| Sentence Fluency | 2/ 4% | 21/ 45% | 9/ 19% | 15/ 32% |
| Conventions | 0/ 0% | 17/ 36% | 8/ 17% | 22/ 47% |

Sacramento Writing Data

Overall Writing Results



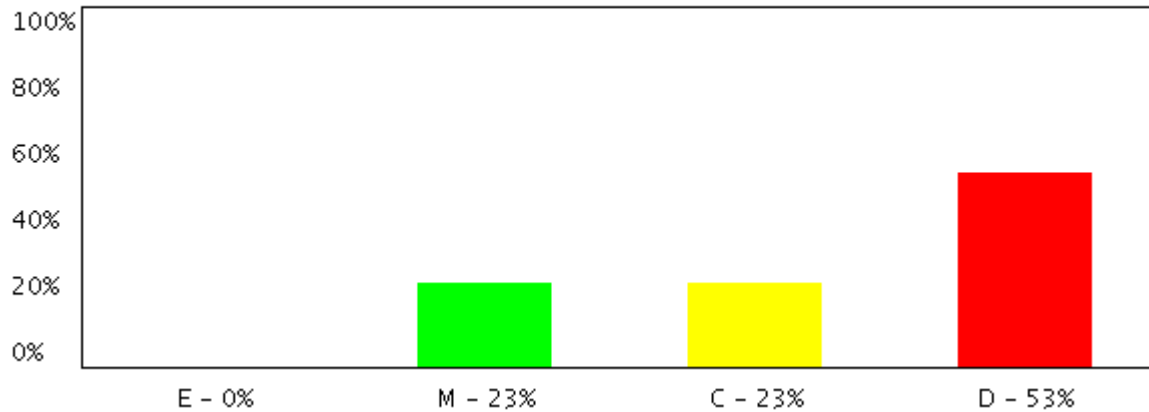
Writing Results – Goal Areas



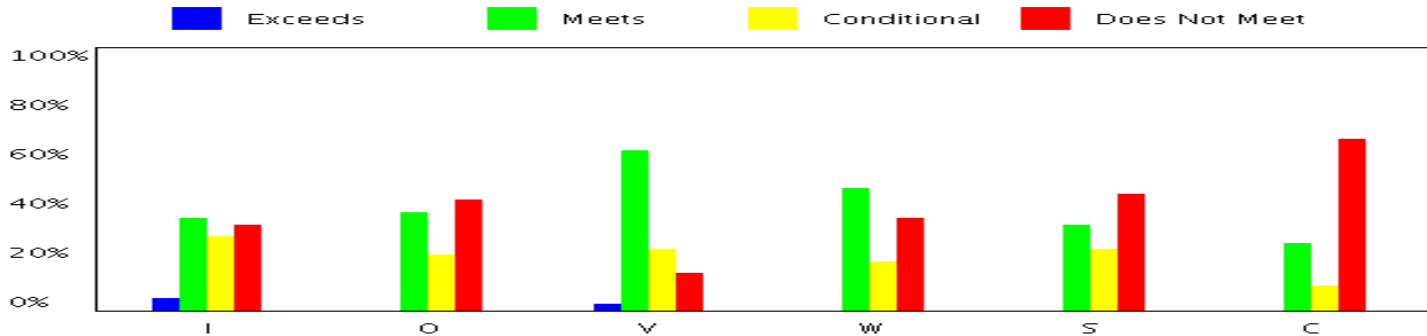
| Skill | Exceeds | Meets | Conditional | Does Not Meet |
|------------------|---------|---------|-------------|---------------|
| Ideas & Content | 1/ 2% | 32/ 49% | 8/ 12% | 24/ 37% |
| Organization | 0/ 0% | 26/ 40% | 12/ 18% | 27/ 42% |
| Voice | 2/ 3% | 36/ 55% | 12/ 18% | 15/ 23% |
| Word Choice | 1/ 2% | 35/ 54% | 9/ 14% | 20/ 31% |
| Sentence Fluency | 0/ 0% | 24/ 37% | 11/ 17% | 30/ 46% |
| Conventions | 0/ 0% | 22/ 34% | 7/ 11% | 36/ 55% |

Shaver Writing Data

Overall Writing Results



Writing Results – Goal Areas



| Skill | Exceeds | Meets | Conditional | Does Not Meet |
|------------------|---------|---------|-------------|---------------|
| Ideas & Content | 2/ 5% | 15/ 35% | 12/ 28% | 14/ 33% |
| Organization | 0/ 0% | 16/ 37% | 9/ 21% | 18/ 42% |
| Voice | 1/ 2% | 26/ 60% | 10/ 23% | 6/ 14% |
| Word Choice | 0/ 0% | 20/ 47% | 8/ 19% | 15/ 35% |
| Sentence Fluency | 0/ 0% | 14/ 33% | 10/ 23% | 19/ 44% |
| Conventions | 0/ 0% | 11/ 26% | 4/ 9% | 28/ 65% |

Common Success Factors

- Positive Behavior and Instructional Support
- Writing Instruction/Assessment Focus
- Professional Learning Communities
- Sheltered Instruction
- Common Literacy Assessments- AIMS Web
- Afterschool Programs
- Common Instructional Strategies

Common Questions

- How do we better focus on one goal?
- How can we provide a continuum of service for ELL and high needs students?
- Why do we continue to over-focus on state assessment data...Deficit model vs. growth model?
- How does mobility impact our achievement?

Common Questions

- How do we develop common formative assessments district-wide?
- How do we adjust resources for higher class size and fewer resources?
- What role does poverty and language play in our goals?
- How can we provide common planning/coaching time for our teachers?



PRESCOTT ELEMENTARY SCHOOL
INTERVENTIONS



ACADEMIC

BEHAVIOR

TIER 3-Intensive

- Continued Differentiation Support
- Parent Conference
- Targeted Intervention
- Specialized Curriculum

TIER 3

- Functional Behavior Assessment (Include Parents)
- Targeted Behavior Plan
- Transition Supports
- Alternative Recess Plan

TIER 2-Strategic

- Differentiated Instruction Support
- Specialized reading group ie.. Read Well, Sidewalks etc.)
- Read Naturally
- SMART Reading Support
- Mentor Reader
- Experience Corps Tutoring
- Small group (math)
- Computer software support
- Outside Programs: BBBS, B@G

TIER 2

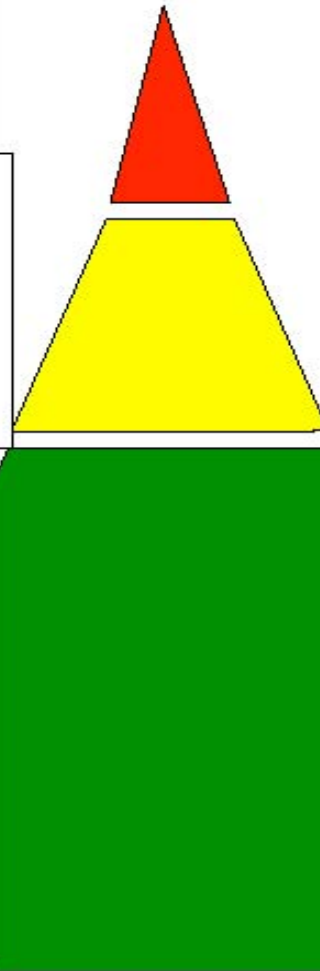
- Mini- Functional Behavior Assess.
- Recess Buddies
- Check in/Check out program
- Teacher Behavior Plan
- Counseling Group (friendship, goal setting, anger management)
- Individual time w/ counselor
- Individual Incentives ie.. computer time, 5 min. free time etc...
- Outside Programs: BBBS, B@G

TIER 1-The Core Program

- Implementation of the School-wide Behavior Matrix of the 3 R's
- Universal Screening K-5 (K-1 AIMS Web + Running Records)
- School-wide literacy block for reading and writing- Small guided reading groups
- Harcourt Brace and Guided Reading Curriculum
- Writer's Workshop and Prescott Writing Curriculum
- Use of Differentiated Instructional Strategies

TIER 1

- Implementation of the School-wide Behavior Matrix of the 3 R's
- School-wide Counseling Curriculum
- School-wide use of Morning Meetings
- Prescott Pride Tickets



ACADEMIC

RUSSELL ACADEMY INTERVENTIONS

BEHAVIOR

TIER 3-Intensive

- Continued Differentiation Support
- Parent Conference
- Targeted Intervention
- Specialized Curriculum
- Weekly Sped. & EA meetings
- Individual student team meetings

TIER 2-Strategic

- Differentiated Instruction Support
- Small specialized reading group (Read Well, Explode the Code)
- Read Naturally
- Buddy Reading with older students
- 1:1 w/ volunteers
- Small group (math)
- K/1 Summer School
- Targeted groups for LaunchPad classes after school
- Kid Talk
- Progress Monitoring - AMESweb

TIER 1-Benchmark

- Universal Screening K-5 (K-1 AIMS Web + Running Records)
- School-wide literacy block for reading and writing- Small guided reading groups
- Harcourt Brace and Guided Reading Curriculum
- Writer's Workshop and Russell Writing Curriculum Map
- Summative Writing Assessment 3 times per year
- Use of Differentiated Instructional Strategies
- GLAD units in S.S., Health & Science
- Bridges & Math Trailblazer Curriculum
- Collaborative Wednesdays/Data Meetings
- Blast Off & LaunchPad After School Programs

TIER 3

- Functional Behavior Assessment (Include Parents) & FBH
- Referrals/SWIS
- Targeted Behavior Plan
- Transition Supports
- Alternative Recess Plan
- 1:1 Assistance
- Recess Buddies

TIER 2

- Parent Contact
- Check in/Check out program
- Teacher Behavior Plan
- Counseling Group (friendship, goal setting, anger management)
- Individual time w/ counselor
- Individual Incentives ie.. computer time, 5 min. free time etc...
- Structured Recess & Indoor Recess
- PBIS Team Meeting & Training of staff

TIER 1

- Implementation of the School-wide Behavior Matrix for lines & bathroom use
- Recess choices on cart & rules clearly posted for problem solving
- Recess Game Rules posted
- School-wide Counseling Curriculum
- Russell Rocket Stickers
- Positive Postcards to families
- Awards Assemblies
- Star Reachers
- Pledge & School Standards
- Staff vs. Office Managed Behavior Document
- Code of Dress
- Parent/Teacher/Student Compact
- Blast Off & LaunchPad After School Programs
- Classroom Positive Behavior Management System

**SACRAMENTO ELEMENTARY SCHOOL
INTERVENTIONS**

ACADEMIC

BEHAVIOR

TIER 3-Intensive

- Continued Differentiation Support
- Ion 1 assistance
- Specialized Instruction
- Language for Writing
- Reading Coach
- Individualized Orchard Math and Reading
- Edmark

TIER 2-Strategic

- Differentiated Instruction Support
- Specialized reading group (ie. Sidewalks all levels)
- Read Naturally
- Peer Tutors (grades 5th to 1st)
- Experience Corps Tutoring
- PinPoint (math)
- Orchard Reading and Math small group
- Language for Learning (k-1)
- Wee Write (Sped)
- SRA High Performance Writing
- Progress monitoring

TIER 1-The Core Program

- Universal Screening K-5 (K-1 AIMS Web, Orchard, DIBELS, DRA)
- School-wide literacy block for reading and writing- Small guided reading groups
- Harcourt Brace and Guided Reading Curriculum
- Writer's Workshop using 6+1 Traits for Writing/Wee write
- Use of Differentiated Instructional and Sheltered Instructional Strategies
- Trailblazer Math
- Orchard Math Assessment and Skill Trees
- Healthy Bodies (Health)
- Foss (Science)
- National Geographic (Social Studies)

TIER 3 Intensive

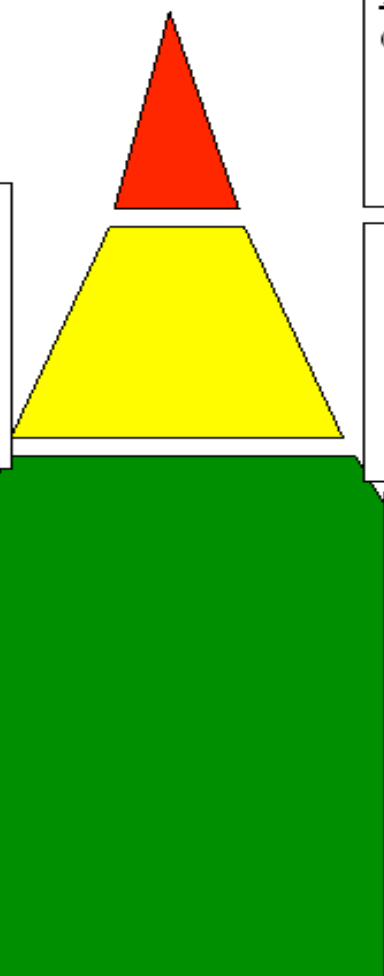
- Functional Behavior Assessment (Include Parents)
- Targeted Behavior Plan
- Transition Supports
- Lunch in Motion Student Study Team Referral Process
- PBIS Monthly Review Team
- Risk Indicators Tracking System
- Weekly meetings

TIER 2 Strategic

- Check N Connect Program
- Kid Focus Conference
- Buddy Teacher System with a cool down area
- Recess Buddies
- Capable Cougars
- Free Computer Fridays
- Recess Study Time
- Re-teach and Booster Session for Expectations
- Min. Functional Behavior Assess

TIER 1 The Core Program

- Cougar Paws
- Cougar Coins
- 4 B's
- School wide expectations Training 4 times per school year
- Acknowledgement Assemblies for Academics and behavior/ Monthly
- Second Steps
- Steps to Respect
- Kelso's Conflict Management
- Positive Referrals
- New Student Passport Program



SHAVER ACADEMIC AND BEHAVIORAL SUPPORTS - 2008-09

Academic Supports

Intensive Level:

Small group reading instruction
 Small group math instruction
 Individual instruction in reading, math, and writing

Behavior Supports

Intensive Level:

Check-In, Check-Out
 FBA
 Behavior Plans-
 Small group counseling
 Individual Counseling
 Structured Recess

**Indicators: More than 5 major office referrals
 Multiple suspensions/expulsions
 Attendance below 85%**

5%

Strategic Level:

**Read Well –K-2
 Read Naturally 3rd-5th
 ELD instruction – 30 min. /4 times/wk.
 Sidewalk Reading - Kinder
 Orchards Math Program**

Strategic Level:

**Check-In, Check-Out Program
 Student Intervention Team Referral
 Family Support Team Referrals
 Small group counseling
 Buddy Teacher System**

**Indicators: More than 5 major office referrals
 Multiple suspensions/expulsions
 Attendance below 85%**

15%

School-wide Programs

90 min. Reading Blocks

Harcourt Reading
 K-3 Bridges Math
 4-5 Math Trailblazers program
 6-trait writing process
 FOSS Science Kits-K-5
 Sheltered Instruction Strategies
 Orchards Math Program

80%

School-wide Programs

All students taught appropriate expectations and prevent problem behavior
 Counseling classes twice/month
 Principal Lifeskill lessons once/month
 Tiger Paws
 Lifeskill Assemblies – once a month
 Second Steps
 Steps to Respect
 Kelso's Conflict Management
 Self-Manager Buttons

**Indicators: More than 5 major office referrals
 Attendance below 85%**

Literacy Action Plan for 2009-2010

- Determine intervention strategies that support student writing traits
- Provide training and development using data analysis and common formative assessments for Professional Learning Communities
- Increase support for English Language Development for LEP students
- Analyze student data from district-wide 3rd Grade Assessment from 2008-2009. Determine action plan for instructional focus in writing

Literacy Action Plan for 2009-2010

- Research, purchase, and implement curriculum to supplement the writing process
- Develop district-wide interventions for struggling readers and writers
- Professional development for AIMS-web assessments
- Professional Development and coaching for new core reading program