

Portland Public Schools

2013 – 2014 School Success Plan

Reiche Community School

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School Name

Principal Name

In preparation for the 2012 – 2013 school year, each school will (1) identify up to three priority areas for instructional focus, and (2) outline the school's plan for supporting students, teachers, parents and community members to maximize student achievement (strategies for improvement). This will provide a focused plan of action to move your school to the next level of student achievement. The plan is a dynamic document and priorities may change during the course of the school year.

Complete this template utilizing information from your school's data review

- Step 1:** Summarize your school's current strengths based on your review of data.
- Step 2:** Identify three (3) priority areas for improvement based on your review of data.
- Step 3:** Outline the specific supports and/or interventions that will be provided for students in each priority area. Be specific with your strategies for each student population (i.e. ELL, IEP, African-American, SES, GT, etc.)
- Step 4:** Outline how you will support teachers and build staff capacity in each priority area.
- Step 5:** Outline how you will engage parents/community members to support the school's work in each of your priority areas.
- Step 6:** Describe the types of support that your school will need from central office in order for you to achieve your school goals in 2012-2013.

1. Current Strengths:

- *Teacher Led School
- *Vibrant and engaged parent community
- *Average Student Daily Attendance is 96%
- *Teacher Daily Attendance is 98%
- *84% of our ELL population made a year's growth as measured by ACCESS. This was 2% higher than the district. (82%)
- *All subgroups made growth in writing, as measured by NECAP. (5th grade)
- *90% of the responses on the parent survey we conducted in November were positive.
- *Piloting Danielson Evaluation System
- *Reiche has a very low staff turnover. Three (3) new hires were due to a retirement, a resignation due to non-renewal, and an additional position.
- *Our teachers averaged 79 hours of professional development over the summer.

2. Priority Areas for Improvement:

Priority Area #1 Using the spring 2013 NWEA growth projected math scores, grades 3, 4, and 5 will demonstrate a

10% increase in students meeting projected growth targets.
(2014 growth targets: 60% gr 3, 50% gr 4, and 80% grade 5)

Priority Area # 2 Using the spring 2013 Benchmark data, there will be a 10% increase in students meeting the grade level benchmarks or making a year's growth. (2013-14 growth targets: 62% gr. 1, 65% gr. 2, 72% gr. 3, 50% gr. 4, 82% gr. 5)

Priority Area #3:100% of grade level teams will meet weekly to collaboratively plan based on data analysis, as measured by grade level team planning documentation.

3. Interventions and Support for Improvement for:

PRIORITY AREA	STUDENTS	TEACHERS	PARENTS/COMMUNITY
1. MATH	FLEXIBLE GROUPS IXL STAR MATH FIRST IN MATH BEFORE AND AFTER SCHOOL ENRICHMENT TARGETED INSTRUCTION BEFORE SCHOOL INCLUDING CHESS CLUB MATH TEAM	BLOCK SCHEDULE IMPLEMENT ENVISION MATH WITH FIDELITY. PARTICIPATE IN MATH PD UTILIZE AN AGREED UPON PACING GUIDE ELL SUPPORT TO DIFFERENTIATE TIME TO MEET AS A GRADE LEVEL TEAM TO ANALYZE DATA AND PLAN COLLABORATIVELY TIME TO BECOME FAMILIAR WITH AND BEGIN TO USE THE CCSS IMPLEMENTATION OF PRE AND POST ASSESSMENT TO DETERMINE GROUPING AND INSTRUCTION FOR EACH MATH UNIT OF STUDY MATH COACH MENTORING ACROSS ALL GRADE LEVELS AND ED TECH SUPPORT DURING MATH INSTRUCTION AND INDEPENDENT PRACTICE	P-T CONFERENCES FAMILY NIGHT PTO IXL & ENVISIONS HOME ACCESS
2. 100% OF OUR STUDENTS WILL MAKE AT LEAST A	FLEXIBLE GUIDED READING GROUPS 40% OF READING WILL UTILIZE INFORMATIONAL	BLOCK SCHEDULE PD ADMINISTERING AND ANALYZING BENCHMARK DATA; PHONICS AND WORD	PT CONFERENCES PTO UPDATES MONTHLY

<p>YEAR'S GROWTH IN READING AS MEASURED BY THE BENCHMARK ASSESSMENT AND/OR PROJECTED GROWTH ON NWEA</p>	<p>TEXTS (GR, READ ALOUDS, THINK ALOUDS, SHARED READING)</p> <p>LLI GROUPS</p> <p>ELL LITERACY GROUPS</p> <p>SMALL GROUP LITERACY SUPPORT (LID, PHONEMIC, AUTOMATICITY WITH HF WORDS)</p> <p>READ 180</p> <p>READ 180 DURING EXTENDED DAY</p> <p>SYSTEM 44</p> <p>EXPLICIT WRITING INSTRUCTION INCLUDING NARRATIVE, INFORMATIONAL, AND PERSUASIVE</p>	<p>STUDY.</p> <p>TRI-ANNUAL REVIEW OF BENCHMARK DATA TO MONITOR STUDENT PROGRESS, ADJUST INTERVENTIONS AND GUIDE INSTRUCTION</p> <p>TIME TO MEET AS A GRADE LEVEL TEAM TO ANALYZE DATA AND PLAN COLLABORATIVELY</p> <p>LITERACY COACH MENTORING ACROSS ALL GRADE LEVELS</p> <p>PD TO SUPPORT CCSS IMPLEMENTATION - LITERACY</p> <p>TIME TO DESIGN CCSS FORMATIVE ASSESSMENTS, ANALYZE USING COLLABORATIVE INQUIRY AND TIME TO USE ANALYSIS TO PLAN FOR INSTRUCTION</p> <p>PD TO SUPPORT TEACHERS IMPLEMENTING UNITS OF STUDY WRITING</p> <p>PRE AND POST ON DEMAND WRITING TO GUIDE TEACHING DECISIONS AND MONITOR STUDENT GROWTH</p>	<p>NEWSLETTERS</p> <p>WRITING CELEBRATIONS</p>
<p>3. 100% OF GRADE LEVEL TEAMS WILL MEET WEEKLY TO COLLABORATIVELY PLAN BASED ON DATA ANALYSIS, AS MEASURED BY GRADE LEVEL TEAM PLANNING DOCUMENT.</p>		<p>TIME TO MEET AS A GRADE LEVEL TEAM</p> <p>CONSISTENT FORM TO RECORD GRADE LEVEL TEAM WORK</p> <p>CLEAR ALIGNMENT OF PD AND GRADE LEVEL TEAM MEETINGS</p> <p>ONE OF EVERY SIX GRADE LEVEL MEETINGS WILL BE TIER 1 RTI</p> <p>PD FOR DOMAIN 3 IN THE</p>	

CENTRAL OFFICE SUPPORTS NEEDED

Continued monetary support for PD

Use of local funding for lunch aides to support grade level collaboration and embedded professional development.

Time and monetary support for K and first grade teachers to administer assessments and conduct home visits prior to the school year.

Increased number of students attending preschool

Funds to support summer programming

CO support for maintaining class sizes at levels recommended by SB

Continued tracking of homeless population and distribution across district.

Understanding, and support of, the initial agreement between Reiche/SB and Superintendent.

Discussion of need for equivalent of .5 AP position to be used to support/increase family and student engagement with school and to support social-emotional programming for students.