



Ortega Elementary School

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*Nurtured Minds * Bright Futures*

Marc Lorenzen, Principal

School Improvement Plan

2009-2010

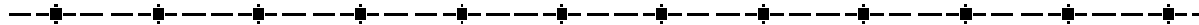
Ortega Elementary School 2008 – 2009 School Improvement Plan

RECOMMENDATIONS

Recommendation No. 1 Teachers use most effective teaching strategies to increase student achievement in **LITERACY, READING FLUENCY, AND COMPREHENSION** – in all content areas.

GOAL: 65% of our student STAR, DRA, and CAMs assessments in Reading and Language meet or exceed proficiency.

Objective: **Teachers receive training and implement most effective literacy teaching strategies in classrooms.**



Recommendation No. 2 Teachers implement a rigorous **WRITING CURRICULUM** aligned with content standards.

GOAL: 70% of our students perform at or above grade level on school-level Performance Based Assessments and Report Cards.

Objective: Teachers utilize Writers Workshop philosophy and strategies to provide writing instruction.



Recommendation No. 3 District provides a **CONCEPTUAL MATHEMATICS CURRICULUM**, emphasizing student thinking processes and underlying concepts.

GOAL: 70% of our students demonstrate proficiency and mathematics competency on STAR, Noyce Math PBA, and classroom assessments.

Objective: **Teachers utilize most effective teaching strategies to increase students' understanding and fluency with math concepts.**



Recommendation No. 4 Teachers and associated staff utilize available **RESOURCES TO SUPPORT THE PHYSICAL, MENTAL, AND EMOTIONAL WELL BEING** of children.

GOAL: Student motivation and academic achievement reflect physical, mental, and emotional well-being.

Objective: Structures in place provide health, nutrition, and counseling services to students as needed.



Pacifica School District School Improvement Plan Ortega Elementary School READING/LANGUAGE ARTS

Recommendation No. 1 Teachers use most effective teaching strategies and supplement support to increase student achievement in **LITERACY, READING FLUENCY, AND COMPREHENSION** – in all content areas.

GOAL: 65% of our student STAR, DRA, and EduSoft assessments in Reading and Language meet or exceed proficiency.

Objective: Teachers receive training and implement most effective literacy teaching strategies in classrooms.

Supporting Action Steps	Strategic Plan Strategies	Evidence of Progress	Budget
<p>1. <u>MATERIALS</u></p> <p>a. Utilize supplementary materials and support to increase E/LA achievement among lower performing students</p> <p>b. Increase utilization of the Leveled Book Room to support acquisition of literacy skills grades 2-5.</p> <p>c. Purchase “just right” books for classroom libraries</p> <p>2. <u>STAFF DEVELOPMENT</u></p> <p>a. Share effective language lesson strategies in faculty meetings.</p> <p>b. Use literacy coach to provide training for new teachers in best practices.</p> <p>c. Attend Reader’s Workshop training</p> <p>3. <u>INSTRUCTION</u></p> <p>a. Focus teaching strategies on Written Conventions and Writing Applications in Grades 2-5 to improve proficiency from 50% to 60%</p> <p>b. Provide Theatre Arts & Music experience all grades</p>	<p>Curriculum Strategy: A1.5, 1.6, 1.7, 3.1, 4.1 – 4.8</p> <p>District Literacy Plan</p> <p>Coherence</p> <p>Effective Core Instructional Program</p> <p>Assessment and Accountability</p> <p>Safety nets</p> <p>Targeted Professional Development</p>	<p>1. ___ Materials and software utilized for pupils needing practice with sound/symbol relationships.</p> <p>2. ___ Book circulation increased in Leveled Book Room</p> <p>3. ___ Continue Kinder Every Child a Reader Book Bag Program.</p> <p>4. ___ Staff refines best practices to teach language lessons, e.g. Guided Reading, Word Walls, Spelling connected to literature, Writers Workshop.</p> <p>5. ___ Implement Professional Collaboration</p> <p>a) Principal observation & coaching</p> <p>b) Regular time for team meetings/coordination of lesson planning – Early Out Wednesdays</p> <p>c) Provide release time to observe model classrooms & effective teaching strategies</p> <p>d) Post Reading-Language Arts Standards in each classroom</p> <p>e) Utilize Cycle of Inquiry (COI) to identify students for whom safety nets will produce increased skill levels.</p> <p>6. ___ Students interpret literature with drama performances in class during school year.</p> <p>7. ___ Implement classroom rituals and routines that establish good reader and writer behaviors</p> <p>a. Grades 2-5 use daily language instruction to teach language conventions – discovery approach</p>	<p>1. PTO funds Drama -</p> <p>2. SIP Funds for Visual Arts - \$8,500</p> <p>3. SIP Funds support small group reading consultant to target early readers \$2,500</p> <p>4. SIP funds for Staff Development training for Reader’s Workshop \$3,500</p> <p>5. SIP funds to purchase “just right” books for Reader’s Workshop”. \$3,000</p> <p>6. SIP funds for catering for staff development \$300</p>

<ul style="list-style-type: none"> c. Continue daily practice of conventions and writing fluency. d. Provide student test preparation instruction for STAR assessment e. Differentiate instruction to move more target students from FBB to BASIC. f. Continue small-group, afternoon Kinder Program. g. Continue safety net interventions: Volunteers, Instructional Aides, and Small Group Instruction. h. Emphasize non-fiction books to build vocabulary and develop concepts about the real world. <p>4. <u>PARENT EDUCATION</u></p> <ul style="list-style-type: none"> a. Provide families with ideas and activities to practice language skills at home: home journal, oral language activities, and interactive games. b. Encourage Target Student Families to practice discrete skills at home. <p>5. <u>ASSESSMENT</u></p> <ul style="list-style-type: none"> a. Analyze student progress with DRA, EduSoft Assessments, & CAMs b. Administer DRA by November of each year to assess benchmark reading performance. c. Identify and provide target students with additional support services in their areas of need: writing, grammar conventions, ideas & organization 		<ul style="list-style-type: none"> b. Implement mini-lessons that establish Readers' and Writers' Workshop c. Continue the use of best practices in literacy (e.g. Guided Reading, Read-alouds, Writers Workshop, Reader's Literature Circles, Word Study) d. Provide incentive reading program: Read-a-thon <p>8. __ Refer 4th/5th Grade students to After-school tutoring</p> <p>9. __ Analysis of student performance guides next best steps: use EduSoft and DRA assessments</p> <p>10. __ Families receive materials to support instruction at home, e.g. parent conferences, weekly packets.</p> <p>11. __ PSV provides training to support language instruction at home, e.g. math & literacy trainings.</p> <p>12. __ Analysis of STAR data targets instructional and student needs and initiates a Classroom Cycle of Inquiry.</p> <p>13. __ Targeted students receive additional instructional support.</p> <p>14. __ Provide G.A.T.E. program to challenge students in science, history, and problem-solving, e.g. applied challenges</p> <p>16. __ Provide small group learning to early readers</p>	
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Pacifica School District School Improvement Plan Ortega Elementary School WRITING



Recommendation No. 2 Teachers implement a rigorous **WRITING CURRICULUM** aligned with content standards.

GOAL: 70% of our students perform at or above grade level on school-level Performance-Based Assessments and Report Cards.

Objective: Teachers utilize Writers Workshop philosophy and strategies to provide writing instruction.

Supporting Action Steps	Strategic Plan Strategies	Evidence of Progress	Budget
<p>1. <u>MATERIALS</u></p> <p>a. Utilize support structures for Writers' Workshop:</p> <ol style="list-style-type: none"> 1. Exemplars of Writing 2. Display Rubrics 3. Lesson Plan strategies <p>2. <u>STAFF DEVELOPMENT</u></p> <p>a. Send staff to Noyce ECRW seminars.</p> <p>b. Provide follow-up training for staff in the use of Writers' Workshop.</p> <p>c. Provide time for collaboration among grade-alike staff for analyzing student work.</p> <p>d. Implement yearly prompts</p> <p>3. <u>INSTRUCTION</u></p> <p>a. Focus writing instruction on Writers Workshop:</p> <ol style="list-style-type: none"> I. Genre Studies II. Writing Conventions III. Informational Writing IV. On-demand Writing Samples 	<p>Curriculum Strategy: A1.2 – 1.6; A3.1 – A3.2; A4.4, 4.6, 4.8</p> <p>Literacy Plan:</p> <p>Effective Instruction</p> <p>Assessment and Accountability</p> <p>Professional Development</p> <p>Technology Plan: A5.1 & B2.1</p>	<ol style="list-style-type: none"> 1. ___ Purchase Grade-level informational books for class libraries, school library, and leveled book room. 2. ___ Writers' Workshop strategies implemented <ol style="list-style-type: none"> a. Source books for ideas available b. New staff participates in WWS training c. Participate in on-going Writing Portfolios 3. ___ Purchase Lesson Planning Guides for teaching Conventions 4. ___ Provide release time to observe Writers Workshop in Action 5. ___ Utilization of WWS techniques and strategies 6. ___ Staff collaborates and analyzes student work to guide Instruction 7. ___ Principal observations 8. ___ Families provided ideas to support instruction at home 9. ___ Maintain technology standards to support internet searches, typing skills, and informational writing. 	<ol style="list-style-type: none"> 1.. District Funds, Professional Growth 2..SIP funds for supplies for portfolio program \$1000

<p>b. Continue 4th Grade student practice for STAR Writing Assessment with emphasis on writing conventions, organization, and fluency.</p> <p>4. <u>PARENT EDUCATION</u></p> <p>a. Use Standards-based Reporting System to communicate student progress</p> <p>b. Train parents to assist student-writing process at home.</p> <p>5. <u>ASSESSMENT</u></p> <p>a. Analyze student writing to identify student needs.</p>		<p>10. Student prompts collected, portfolios maintained.</p>	
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Pacifica School District School Improvement Plan Ortega Elementary School MATHEMATICS

Recommendation No. 3 Teachers provide a conceptual mathematics curriculum, emphasizing student thinking processes and underlying concepts.

GOAL: 70% of our students demonstrate average or beyond mathematics competency on STAR, Noyce Math PBA, and classroom assessments.

Objective: Teachers utilize most effective teaching strategies to increase students' understanding and fluency with math concepts.

Supporting Action Steps	Strategic Plan Strategies	Evidence of Progress	Budget
<p>1. <u>MATERIALS</u></p> <p>a. Utilize materials to increase fluency with <u>measurement & geometry algebraic functions, and geometry</u>; apply number sense in each area.</p> <p>b. Continue using additional resources on target students at each grade level: volunteer tutors, after-school tutoring, homework center, and supplementary materials.</p> <p>c. Purchase specific technology to implement the new math series</p> <p>2. <u>STAFF DEVELOPMENT</u></p> <p>a. Implement grade-level specific lessons that teach performance math activities.</p> <p>b. Participate on District Math Committee and district training</p> <p>c. Principal participates with Noyce Trainings: FiMC.</p> <p>d. Full implementation of new math program with tech support.</p> <p>3. <u>INSTRUCTION</u></p> <p>a. Using multiple measures, identify target students and provide</p>	<p>Curriculum Strategy: A1.2 – 1.6; A3.1 – A3.2; A4.4, 4.6, 4.8</p> <p>Technology Plan: A5.1 & B2.1</p>	<p>1. ____ Support materials purchased and used.</p> <p>2. ____ Student performance assessed by November to provide data that guides instruction.</p> <p>3. ____ Lesson plans focus on content standards and applied math concepts.</p> <p>4. ____ Staff representative attends District Math Committee and instructs staff about the District Math Plan.</p> <p>5. ____ Target students monitored for progress toward expected performance.</p> <p>6. ____ Lessons and student displays demonstrate differentiated instruction works</p> <p>8. ____ Engage student in applying math concepts across curriculum areas, e.g. science, social science, Health & Nutrition.</p> <p>8. ____ Copies of Math Content Standards sent to families.</p> <p>9. ____ Ideas and encouragement sent home in newsletters and classroom notes.</p> <p>10. ____ Staff reviews student portfolio work in November, February, and April to guide their classroom Cycle of Inquiry; utilize EduSoft to gather data and guide instructional focus.</p> <p>11. ____ Teachers collaborate to inform and focus instruction where needed.</p>	<p>1. SIP and General Funds to provide instructional aide time to support 4-5 math \$8,000</p> <p>2. District funds professional development</p> <p>3. Use early-out Professional Development Days to review student pacing/progress in grade-alike meetings, reporting findings to principal.</p> <p>4.. SIP funds for stipend for math tech support \$750.00</p> <p>5.. SIP funds to purchase tech support for new math series \$4,000</p>

<p>interventions and math supports.</p> <ul style="list-style-type: none"> b. Differentiate instruction to teach fundamental math concepts: number sense, measurement, geometry, and algebraic functions. c. Teachers work with District Math Coach and grade-alike math teams to address district-wide math issues and new math series implementation. d. Provide additional instructional support to improve student proficiency with math facts and basic computation. <p>4. <u>PARENT EDUCATION</u></p> <ul style="list-style-type: none"> a. Send families Standards-based Report Cards to communicate student progress. b. Train parents to assist student math practice at home. <p>5. <u>ASSESSMENT</u></p> <ul style="list-style-type: none"> a. Grade-alike teams meet to examine student math work to evaluate concept comprehension and follow progress of target students. 			
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Pacifica School District School Improvement Plan Ortega Elementary School SCIENCE, HEALTH AND WELFARE

Recommendation No. 4 Teachers and associated support staff utilize available resources to support the physical, mental, and emotional well-being of children.

GOAL: Student motivation and academic achievement reflect physical, mental, and emotional well-being.

Objective: Structures in place provide health, nutrition, character development, and counseling services to students as needed.

Supporting Action Steps	Strategic Plan Strategies	Evidence of Progress	Budget
1. STAFF DEVELOPMENT			
a. Train staff to identify at-risk behaviors.	Wellness Plan	1. ___ Check referral logs & SST meetings; 504 Plan meetings and CPS training.	Pacifica Collaborative Support – counseling and record review
b. Confirm staff commitment for teaching the use of conflict prevention strategies to students.	Guidelines from PE/Science Framework	2. ___ Display school rules in all learning spaces and offices.	
c. Participate in Community of Character Committee to develop curriculum.		3. ___ Check newsletter articles for information on student motivation, nutrition, and support practices.	PTO and SIP Budgets: drama instruction, music instruction, and variety show
d. Develop and implement garden/science program		4. ___ Plan for student performances	
2. PARENT EDUCATION			
a. Provide information about immunization, nutrition, and counseling programs to families.		5. ___ Volunteer logs, recognition celebration	
b. Use newsletter to inform families about effective parent techniques and character development.		6.. ___ Communication with Counselors and Service Agency	PTO funds a PE consultant for all grades
c. Tap into district family education programs		7.. ___ Embed character development into lesson planning and display Community of Character posters in school lobby.	
d. Train parents to assist in garden/science program		8. ___ School champions participate on the district Community of Character Committee (C ³).	SIP funds used for garden/science consultant \$2,5000
3. INSTRUCTION			
a. Provide school-based counseling		9.. ___ Explore using PE consultants to provide lessons on flexibility, stamina, upper and lower body strength, and game skills.	SIP funds used for science/health assemblies \$1,000
b. Provide Music & Theatre Instruction to support multi-sensory learning.		10. ___ Students actively participating in growing, harvesting and cooking garden products. Connect garden program to science standards.	Teacher stipends for outdoor ed \$600
c. Provide a school-wide PE Program that focuses on improving 4 th /5 th grade flexibility and muscle strength.		11. ___ All 5 th grade students attend outdoor ed	

<ul style="list-style-type: none"> d. Continue teaching Conflict Prevention Strategies to all grades. e. Utilize volunteers to provide 1:1 teaching. f. Implement curriculum that focuses on hands on science/garden coordination g. Teachers participate in outdoor ed <p>4. ASSESSMENT</p> <ul style="list-style-type: none"> a. Receive data from service agencies relating to students served; check annual behavior logs; check community outreach activities. 			
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Pacifica School District

School Improvement Plan – Ortega Elementary School

What do we know about Student Learning at our site?

Data Analysis Summary October 2009

STAR 2009	Five-year Comparison: ELA/Math Proficient				
	2005	2006	2007	2008	2009
2	56/71	48/61	69/75	52/79	55/76
3	56/63	48/73	36/51	48/60	45/65
4	59/49	64/64	61/61	51/47	67/49
5	49/26	55/42	51/50	53/58	58/62
% Meeting Standard	55/49	54/59	55/59	52/64	55/63
# GATE Elig.	13	15	12	10	
Science %		43	43	50	60
M-PBA % Prof		63%	78%	61%	60%
Writing % Prof			99%	99%	100% (4 or higher)
Demographics, 2009	4% ESL	15% F/R Lunch (55 Free/18 Red)	6% Prov Plc	9% Mobility	

STAR 2009		Two-Year Comparison Strands			
		Math Strands 08/09			
Grade	Operations	Fractions	Alg Func.	Measure / Geom	Data Analysis
2	74/63	81/77.8	71/64.8	83/75.9	71/64.8
3	64/75.8	63/65.3	64/75.8	56/64.2	42/74.7
4	45/50.0	47/46.9	47/57.8	58/42.2	67/37.5
5	57/53.4	69/62.1	63/69.0	61/67.2	35/51.7
		ELA Strands 08/09			
Grade	Word Anal.	Comp	Lit Resp	Conventions	Writing Strat
2	57/53.7	53/51.9	57/68.5	56/59.3	55/59.3
3	51/52.6	48/39.2	38/39.2	43/41.2	58/54.6
4	46/62.5	57/64.1	64/62.5	47/50.0	44/62.5
5	51/53.4	50/62.1	52/65.5	58/50.0	55/60.3

PE Strands 2007-2009

	Met Std, 07	Met Std, 08	Met Std. 09
Aerobic Capacity:	73%	18%	16%
Body Composition	68%	67%	36%
Abdominal Strength:	93%	97%	95%
Trunk Extension	90%	96%	90%
Upper Body	73%	67%	55%
Flexibility	34%	63%	78%

Implications For SCHOOL SITE PLAN:

- Target Students Continue the Ortega ES target student *Cycle of Inquiry* where by each teacher identifies 2-3 students at risk whom they will provide additional resources to improve the students' performance. Continue to inform instruction with district and classroom assessments: DRA, EduSoft, PBA, Unit Tests. Provide supplemental math and reading support.
- Math Monitor pacing and implementation of the new math program to assure success for all students. Teachers will meet monthly in grade alike groups to discuss pacing and share ideas. Technology to support new program will be purchased. After school and in school small group tutoring will be provided to help struggling students.
- Language Arts Language Arts continues to be a concern at Ortega, Ortega's overall score for Language Arts has been flat over the last five years (55/54/55/52/55) while math has improved (49/59/59/64/63). Staff will meet twice a month during the year to focus on improving reading literacy program K-5. Focus will be
- Identify and use essential components/strategies for each grade level to achieve of a more effective literacy program school wide.
 - Maintain consistent pacing and instruction emphasizing writing conventions and reading comprehension.
 - Emphasize the need for more professional sharing about student progress to further improve student scores in language arts particularly in the strands of reading comprehension and literary response.
 - Provide small group reading support for emergent students (first grade)
- Writing Writing Scores have shown great improvement over last year. There has been an increase (2 to 8 HIGHEST) from 12% to 30% with a score of 8, and 41 to 49% of a score of 6. Continue development and implementation of writer's workshop training.
- Physical Education PE scores reveal Ortega students are demonstrating weak aerobic capacity (17%) while all other areas were relative strengths. School will emphasize more aerobic activities during PE and recess periods.