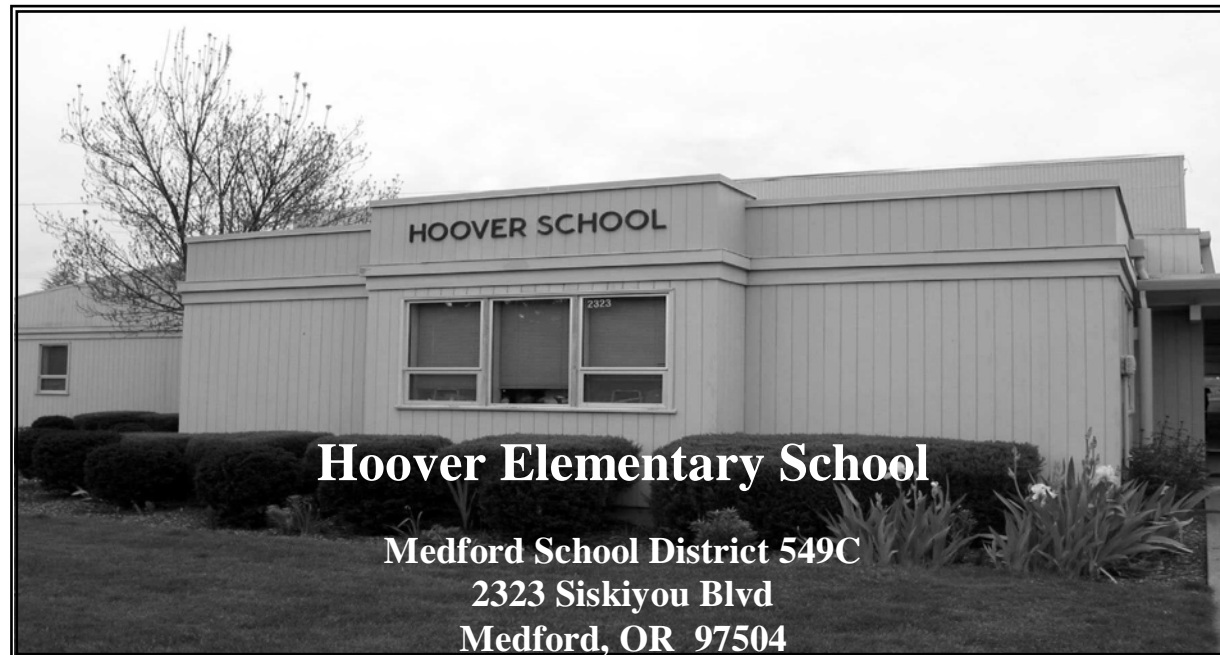




Executive Summary & School Improvement Plan 2009-10



Hoover Elementary School

**Medford School District 549C
2323 Siskiyou Blvd
Medford, OR 97504**

Dr. Phil Meager, Principal

Consolidation of Hoover's School Improvement Plan Targets and Initiatives 2009-10

Math

1. Collaboration on and implementation of new 2007 State Math Standards. K-2 teachers are held accountable for "in-depth instruction" on new standards. Grades 3-6 are phasing in State Standards over the next year.
2. Implement differentiated instruction strategies in math school-wide.
3. Collaborate on and implement new BRIDGES supplemental math materials.
4. Emphasis on hands-on math activities for "depth of understanding" K-6.
5. 45 minutes of math instruction daily grades 1-6.
6. Provide support and reteaching for below level math students.
7. Focused school-wide training in differentiated math instruction.
8. Analyze OAKS and criterion reference data.

Science

1. Implement 3rd grade science inquiry.
2. Continue implementation of a school-wide science fair based on science inquiry strategies.
3. Align all science field trips and outdoor activities.
4. Incorporate health and nutrition into science units.

(PBS) Positive Behavior Supports and Student Safety

1. Maintain a strong school-wide PBS leadership team and connection with all staff.
2. Continue to use SWIS and analyze data on a quarterly basis.
3. Conduct a staff PBS Survey.
4. Teach expectations in common areas to all students.
5. Introduce the PBS Focus Lesson as part of the Monday Announcements. Implement the PBS Focus Lesson school-wide on Monday (mandatory).
6. Continue training on bully prevention using the "Stop, Walk & Talk lesson Plan."
7. Conduct all-staff training on behavior referral forms.
8. Attend PBS training as planned by our district.
9. Brainstorm and implement support for Red Zone students.

Reading

1. Continue implementation of ERI in grades K-1.
2. Continue implementation of double dose strategies K-6.
3. Bi-monthly progress monitoring with grade level teams for intensive students. Monthly for strategic students.
4. Implement Reading Street with fidelity.
5. Continue implementation of Reading First strategies including fidelity to the 90 minute core.
6. Continue instructional support and training using our Instructional Coach and professional development activities.
7. Small group instruction happens five times per week. Strategic students meet 30 minutes five times a week. Intensive students meet 30 minutes five times a week plus double dose.
8. Use 15 minutes of silent reading time to meet with intensive group and the strategic group.
9. Use differentiated lesson plans for strategic and intensives and do this with fidelity.
10. Center rotations focus on the following activities...lines of practice, bingo, toughie charts, word cubes and 10 important sentences.
11. Systematically analyze school data including DIBELS, OAKS and other assessment data.
12. Continue teaching test taking strategies to students.

Writing

1. Increase daily writing opportunities throughout the curriculum.
2. Implement three 30 minute periods per week for formal writing instruction using Lucie Calkins materials.
3. Implement and monitor writing curriculum map grades 1-6.
4. Articulate writing standards grades K-6.
5. New teacher training on writing elaboration using Lucie Calkins strategies.
6. Training on web based writing activities.
7. Analyze State Writing Assessment results in 4th grade.

ELL

1. Training by our ELL teacher on instructional strategies to use in the classroom.
2. Provide support for our ELL population by pairing students in the classroom, reteaching and using our ELL teacher in a pull-out program.

Technology

1. Implementation of Successmaker Math Program school-wide.
2. Focused training on Successmaker.
3. Use of technology in the classrooms as a teaching/learning tool.
4. Training on use of web based curriculum materials in content areas.

Reading/Writing Action Plan 2009-10

Performance Goal #1a: All students will reach high standards in reading. All students will meet or exceed writing standard in 4 th grade.						
DATA INDICATORS: Oaks Assessment Scores, DIBELS, Writing Work Samples.						
DATA USED FOR EVALUATION: STAR reading reports, weekly criterion reference tests attached to our Reading Street series, Accelerated Reader (AR) scores, DIBELS, Oaks Assessments, writing work samples.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
Annually review and analyze school data from the Reading OAKS, DIBELS and STAR Reading Tests.	Principal Site Council Action Team Classroom Teachers	Time	Grade Level Team Meetings Staff Meeting Site Council	General	On-going	Oaks DIBELS STAR Reading Tests
Continue implementation of early literacy intervention program (ERI) for intensive students in kindergarten through 2nd grade.	ERI Specialist 1 st Grade and Kdg. Teachers	DIBELS Materials ERI Materials	DIBELS Training	Federal	On-going	DIBELS
Continue implementation of “double dose” strategy for students in grades 2-6 through our resource program “guest reader program.”	Special Educ. & ERI	ERI Success-Maker Reading Mastery	Team Meetings Grade Level Meetings	General Federal	On-going	DIBELS Oaks Progress Monitoring
Continue implementation of <i>Reading Street</i> Curriculum with fidelity.	Teachers Principal Instructional Coach	Year 4 Reading Street National Pilot	On-going especially for new teachers to the building.	General	On-going	DIBELS results. Reading Street Criterion Assessments.

Implement Toughy Charts, Lines of Practice and site word activities at all grade levels.	Teachers Principal Instructional Coach	Jo Robinson Training	On-going especially for new teachers to the building.	General	On-going	DIBELS results. Reading Street Criterion Assessments.
Implement <i>Reading First</i> Outreach Strategies.	Action Team Instr. Coach Principal	Reading First Outreach District Personnel	Reading First Training	Reading First District Building	On-going	Completion of training program & implementatio n of Reading First strategies.
Procure and implement My Sidewalks portion of Reading Street for Intensive Students.	Classroom Teachers Instructional Coach	Reading Street Consulta nt	My Sidewalks Teacher Training	Pilot Material	On-going	Implementatio n with Fidelity
Implement Mastery Reading and other instructional support materials targeting special education and identified intensive students for a “double dose” of reading grades 2-6.	Special Education Teachers All Staff	Specializ ed Reading Support Materials	Mastery Reading Training	General & Federal	On-going	Criterion reference assessments Oaks
Utilize Instructional Coach to model strategies to improve reading instruction.	Instr. Coach	District Mtgs.	Training	General	On-going	DIBELS Assessments
Continued training for all staff in the 90 minute core.	Classroom Teachers	Instr. Coach	Prof. Development Staff meeting training	General	On-going	PDU's

Bi-monthly progress monitoring meetings with grade level teams for intensive students.	Instruction Coach Principal Teachers	N/A	Grade Level Meetings	General	On-going	Meeting Reports and Progress Monitoring Charts
Writing: Increase daily writing practice opportunities across the curriculum. Mandatory three 30 minute periods a week for formal writing instruction using Lucie Calkins writing elaboration materials.	Classroom Teachers	N/A	Staff Meeting Training	General	On-Going	Oaks Writing Assessment Writing Work Samples
Writing: Analyze writing assessment results from prior years.	Principal Site Council Action Team	N/A	Action Team Mtgs. Site Council	General	On-going	Oaks Writing Assessment Work Samples
Writing: Continue training teachers in writing elaboration techniques.	Action Team	Time	Staff Training	General	On-going	OAKS Writing Assessment Writing Work Samples
Writing; Train teachers on web based writing activities.	Instr. Coach Media Tech. Teachers	Time	Training at Staff Meetings	General	On-going	Completion of training activities
Writing: Articulate writing standards grades K-6 through curriculum mapping.	Instr. Coach Teachers Principal	Time	Training at Staff Meetings	General	On-going	Tri-fold brochure by grade level.

Writing Goal and Target Strategies 2009-10

Goal: Improve the writing skills of all students. 100% of 4th grade students reach benchmark.

1. Analyze State Writing Assessment to identify areas of writing that are strengths and areas for improvement.
 2. Continue to implement Lucy Caulkins K-6 Writing Curriculum. New teacher training on writing elaboration.
 3. Establish a school-wide writing performance objective.
 4. Implement and monitor writing curriculum map grades 1-6.
 5. Implement three 30 minute blocks on formal writing instruction per week in every classroom.
 6. Implement "Writing Across the Curriculum" practices to increase practice writing activities school-wide.
 7. Articulate grade level writing expectations and standards using a tri-fold brochure. Communicate standards to parents using the brochure.
 8. Training on web based writing activities.
 9. Increase daily writing activities across the curriculum.
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Parent Component:

1. Promote home strategies to practice writing. Communicate with parents using classroom newsletters.
2. Communicate our writing vigilance and standards by grade level.

Math and Science Goal and Strategies 2009-10

Performance Goal #1b: All students will reach benchmark standards or better in math. All students will attain benchmark or better in science.						
DATA INDICATORS: Oaks; Criterion Reference Tests; Timed Tests; Successmaker Performance						
DATA USED FOR EVALUATION Oaks; STAR Math Assessment; Basic Facts Progress Monitoring; Successmaker.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
All students will use a common set of problem solving resources to practice problem solving strategies.	Math Action Team Classroom Teachers	District Resources Math Fitness Program Figure It Out Program Algebra Thinking Program	On-going	General	On-going	Work Samples
Student OAKS results and work samples will be reviewed and analyzed to determine areas of focus.	Principal Math Action Team Site Council	N/A	Site Council Retreat Action Team Mtgs.	General	On-going	OSAT Work Samples

Collaboration on and implementation of new 2007 State Math Standards. K-2 teachers are held accountable for “in-depth instruction” on new standards. Grades 3-6 are phasing in State Standards.	Math Action Team Classroom Teachers	N/A	Site Council Action Team Mtgs. Principal	General	On-going	OAKS Work Samples
All teachers will have a minimum of 45 minutes daily for math 1-6 and 30 minutes daily for Kdg.	All Teachers	Curriculum Materials	N/A	N/A	On-going	▪ Daily Instruction
Develop understanding and implement new State Core 2007 Math Standards.	Cadre members All Staff	District Committee	District Meetings Grade Level Meetings Staff Meetings	N/A	On-going	▪ Successful Implementation
Math/Science: Provide opportunities for collaboration to understand and achieve benchmark standards.	Classroom Teachers	District Curriculum State Standards	Grade Level and Team Mtgs.	N/A	On-going	Discussion and Observation
Implement differentiated instruction methods to meet needs of all students in math.	Math Action team Classroom Teachers Special Education Teachers	BRIDGES	Successmaker Training Staff Meeting Discussion Performance Objective for all staff	General	On-going	Implementation with students
Collaborate on and implement new BRIDGES math materials.	Principal Teachers Instructional coach	None	District Curr. Coord. Instr. Coach	None	On-going	Implementation and differentiated instruction in the classroom

Emphasis on hands-on math activities for “depth of understanding” K-6.	Principal Teachers Instructional coach	None	District Curr. Coord. Instr. Coach	None	On-going	Implementation and differentiated instruction in the classroom
Provide support and reteaching for below level math students,	Principal Teachers Instructional coach	None	District Curr. Coord. Instr. Coach	None	On-going	Implementation and differentiated instruction in the classroom
Science: All students will have the opportunity to complete an inquiry based science fair project to demonstrate knowledge and applications of scientific inquiry methods.	Principal Science Action Team Classroom Teachers	Inquiry Materials	Staff Meeting In-Service Science Works Training	Student Body General	On-going	Judged Science Fair Projects
Science: All staff will align field trips and outdoor education experiences with district science curriculum.	Principal Classroom Teachers	District Curriculum	N/A	PTO Funded Field Trips	On-going	Aligned Field Trips
Science: Incorporate health and nutrition into science units.	Principal Classroom Teachers	District Curriculum	Staff Meeting In-Service	General	On-going	Implementation
Implement 3rd grade science inquiry State Standards,	Principal 3 rd grade teachers	None	Staff training	District	On-going	Observation of inquiry based science.

ELL Goal and Strategies 2009-10

Performance Goal #2: English language learners will become proficient in English and reach high standards in reading and math.						
DATA INDICATORS: Performance assessment scores; Work samples.						
DATA USED FOR EVALUATION: Subcategory scores for performance assessment; ELL Assessments; Criterion Reference Assessments.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
Hoover ELL students meet all standards for AYP.	Classroom Teachers	N/A	N/A	N/A	On-going	AYP Report
Utilize a pull-out program to supplement ELL student needs.	ELL Teacher	N/A	N/A	General	On-going	AYP Report
Implement “buddies” program for ELL students.	ELL Teacher Classroom Teachers	N/A	N/A	General	On-going	Assignments by Classroom Teachers
Implement strategies for ELL students found in the SF Reading Street Series.	Principal Classroom Teachers Instr. Coach	SF Reading Street	Staff Training	General	On-going	Impl. In Classroom
Training by our ELL teacher on instructional strategies to use in the classroom to be inclusive of SIOP strategies.	ELL Teacher Instructional Coach	SF Reading Street SIOP strategies	Staff Training	General	On-going	Impl. In Classroom

Provide support for our ELL population by pairing students in the classroom, reteaching and using ELL teacher for resource.	Classroom teachers ELL Teacher Instructional Coach	SF Reading Street SLOP strategies	Staff Training	General	On-going	Impl. In Classroom
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Highly Qualified Teacher Goal and Strategies 2009-10

Performance Goal #3: All students will be taught by highly qualified teachers.						
DATA INDICATORS: TSPC licensing.						
DATA USED FOR EVALUATION: ODE and District Report.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
All Hoover teachers meet the standards set for “highly qualified teachers.”	N/A	N/A	N/A	N/A	On-Going	District Highly Qualified Teacher Report

Caring About Self and Others Goal and Strategies 2009-10

Performance Goal #4: All students will be taught in learning environments that are safe, drug-free, and conducive to learning (see attached goal statement for PBS).						
DATA INDICATORS: SWIS School-wide behavior collection and office referral data; Observation; PBS expectations and behavioral procedures taught in the classroom.						
DATA USED FOR EVALUATION: SWIS referrals and behavior notices; Number of VIMS in the school; PBS SWIS data.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
All staff will systematically evaluate and review our school crisis plan.	Principal Action Team Site Council Classroom Teachers	N/A	Staff in-service Student in-service Support staff training	N/A	On-going	Written Crisis Plan Re-teaching and practice with students
Implementation of PBS year three. See attached sheet of strategies and goal.	Principal Action Team Site Council	N/A		Federal	On-going	Discipline referrals
All staff will implement 2nd Steps Curriculum.	All Staff	2 nd Steps Curriculum	Training. Training of new staff.	General	2005-06	Impl. of curr. Observations by principal
All staff will learn about and develop school-wide strategies for helping “students of poverty.”	District All Staff Site Council Action Team	N/A	“Students of Poverty” training	Federal	On-going	Completion of action plan

Continue implementation of Grade Level Teams for planning of alternative interventions.	Grade Level Teams SLT	N/A	N/A	General	On-going	Written SLT protocol
Conduct regular monthly safety team meetings to discuss accidents and work place safety issues.	Safety Team	N/A	N/A	General	On-going	Minutes of meetings.

PBS Action Goal and Strategies 2009-10

Goal: Improve positive student behavior through school-wide implementation of PBS.

1. Maintain a strong school-wide PBS leadership team and connection with all staff.
 2. Maintain all staff connection with PBS in year three implementation.
 3. Continue to use SWIS and analyze data on quarterly basis.
 4. Conduct a staff survey of PBS implementation.
 5. Teach expectations in common areas to all students.
 6. Introduce the PBS focus lesson as a part of the Monday Announcements in each classroom. Then implement the PBS Focus Lesson school-wide on Monday (mandatory).
 7. Continue our training on bully prevention using the "Stop, Walk & Talk Lesson Plan."
 8. Conduct all staff follow-up training on behavior referral forms.
 9. Attend PBS trainings as planned by our district.
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Parent Component:

1. Conduct training for PBS at home.

Revised May 09 by PBS Team.

August 09 all-staff review.

Attendance Goal and Strategies 2009-10

Performance Goal #5: All students will attend school 96% of the time.						
DATA INDICATORS: Attendance reports; Oregon School Report Card Attendance Rating.						
DATA USED FOR EVALUATION: District Attendance Reports; Oregon School Report Card Attendance Rating.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
Maintain attendance rate at 96% or better using the following strategies: <ul style="list-style-type: none"> ▪ Vigilant monitoring of student attendance. ▪ Calling attendance concerns with written follow-up. ▪ Monitoring transfer students. 	Principal Classroom teachers	N/A	N/A	General	On-going	Improvement in attendance rate
Consultation on chronic attendance problems with our resource officer and Jason Davis.	Principal Classroom Teacher Jason Davis Mike Jackson	N/A	N/A	None	On-going	Reduction in chronic attendance problems and 96% attendance rate.

Access to Technology Goal and Strategies

Performance Goal #6: All students will have increased access to technology to support student academic achievement.						
DATA INDICATORS: Number of technology based systems; Number of teachers utilizing technology in the classroom; Number of computers in the school being utilized.						
DATA USED FOR EVALUATION: Scheduled time using technology; Student understanding of technology based systems.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
Develop and implement a plan to keep our technology systems (hardware and software) state-of-the-art.	Principal Technology Action Team	District technology support Computer inventory	Updating of all staff on hardware and software	District Building	On-going	Written plan
Use Interactive Board technology.	Upper grade teachers.	District Building	Staff training on use of Interactive Board	Building	On-going	Utilization of Interactive and Smart Boards.

Utilization of Technology Goal and Strategies 2009-10

Performance Goal: All teachers and students will use technology in the classroom.						
DATA INDICATORS: Utilization of technology in the classroom; Use of new computer programs; Implementation of teacher training.						
DATA USED FOR EVALUATION: Student products as result of instruction.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
Provide training to classroom teachers on technology based curriculum materials.	<ul style="list-style-type: none"> ▪ Tech. Action Team ▪ District trainers ▪ Building trainers 	Curriculum Materials	Training on specialized programs	General	On-going	Teacher implementation of training
Implement PLATO and other computer based programs to support special education and “at-risk” student “double dosing.”	<ul style="list-style-type: none"> ▪ Spec. Ed. Staff ▪ Technology Action Team 	<ul style="list-style-type: none"> ▪ PLATO ▪ Other district adopted programs 	Training as needed	General	On-going	Teacher implementation of training
Develop and maintain an updated school web page.	<ul style="list-style-type: none"> ▪ Principal ▪ Office Staff ▪ Web Master 	N/A	District/ site training	N/A	On-going	Up and running web page with regular updates
Use of computers for student projects.	All classroom teachers	Computers	N/A	N/A	On-going	Completion of Projects
Interactive Board training and implementation school-wide.	<ul style="list-style-type: none"> ▪ Media Asst. ▪ Principal 	Smart Bd.	Staff training	N/A	On-going	Teacher use of Interactive Board

Implementation of PAL.	<ul style="list-style-type: none"> ▪ All staff 	Grade Book	Site Training	District	On-going	Teacher use of Grade Book and PAL
Implementation of Worldbook On Line.	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ Media Tech. 	Worldbook	Site Training	Building Level	On-going	Teacher use of Worldbook On Line
Implement SuccessMaker	<ul style="list-style-type: none"> ▪ Classroom Teachers 	Success Maker Program	Site Training	Building Level	On-going	Students on SuccessMaker

Career Education Goal and Strategies 2009--10

Performance Goal #8: All students will have increased opportunities in the area of Career Education.						
DATA INDICATORS: Observations; Teacher Feedback; Student Assessments						
DATA USED FOR EVALUATION: Student Assessments; Staff Discussions; Grade Level Team Discussions.						
Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
All teachers will implement district curriculum providing career education instruction for a minimum of two lessons.	<ul style="list-style-type: none"> ▪ Principal ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ District Curriculum 	Grade level Discussion	General	On-going	Teacher Discussion
Use/implementation of career education materials including Career Trek Program and Occupation Dictionaries.	<ul style="list-style-type: none"> ▪ Principal ▪ Library Assistant ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Occupation Dictionary ▪ Career Trek Program 	Grade Level Discussion	General	On-going	Student use of materials
Implementation of career lessons that are included in our district social studies curriculum and the Great Body Shop Science Curriculum.	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • Curr. Materials 	<ul style="list-style-type: none"> ▪ Grade Level Discussion 	General	On-going	Criterion reference assessments
Use of community / parents in classroom for career awareness.	<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • CBEC • Rotary 	<ul style="list-style-type: none"> ▪ Grade Level Discussion 	None	On-going	Observation