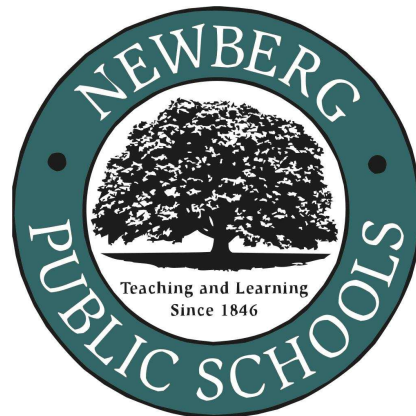


Newberg Public Schools

School Performance & Improvement Plan



2013-2014

School: Mountain View Middle School

Revised June 2013

SCHOOL GOALS AND IMPLEMENTATION PLAN 2013-2014

OEIB Achievement Compact Newberg School District Board Approved Goals for 2013-14
2020 Targets are our vision for the future

		All	Disadv*	Econ Dis	LEP	Disab	Hisp	Black	AI/AN	PI	Asian	TAG
Kindergarten Assessment Participation (new for 2013-14)	Fall 2013	97%	97%	97%	97%	97%	97%	97%	97%	97%	97%	
	Spring 2014	83%	77%	79%	70%	58%	71%	71%	71%	71%	71%	> 95%
Grade 3 Students Meeting/Exceeding on State Reading Test	2020	90%	87%	88%	83%	74%	83%	83%	83%	83%	83%	> 95%
	Spring 2014	78%	65%	65%	61%	47%	66%	63%	63%	63%	63%	> 95%
Grade 5 Students Meeting/Exceeding on State Math Test	2020	90%	83%	82%	81%	74%	84%	82%	82%	82%	82%	> 95%
	Spring 2014	91%	89%	88%	91%	88%	92%	90%	90%	90%	90%	> 95%
Grade 6 Students Not Chronically Absent	2020	96%	95%	94%	96%	94%	96%	> 95%	> 95%	> 95%	> 95%	> 95%
	Spring 2014	78%	64%	66%	45%	34%	61%	53%	53%	53%	53%	> 95%
Grade 8 Students Meeting/Exceeding on State Math Test	2020	90%	83%	84%	73%	67%	82%	78%	78%	78%	78%	> 95%
	Spring 2014	93%	89%	87%	87%	90%	91%	89%	89%	89%	89%	> 95%
Grade 9 Students Not Chronically Absent	2020	95%	93%	92%	94%	93%	94%	93%	93%	93%	93%	> 95%
	Spring 2014	87%	78%	78%	62%	87%	75%	77%	77%	77%	77%	88%
Grade 9 Students Earning 6 or More Credits	2020	92%	88%	87%	80%	92%	86%	87%	87%	87%	87%	93%
	Class of '14	80%	68%	68%	60%	60%	66%	63%	63%	63%	82%	> 95%
Students Graduating in 4 Years with a Regular Diploma	Class of '20	90%	84%	84%	73%	78%	83%	81%	81%	81%	92%	> 95%
	Class of '13	90%	79%	83%	78%	78%	83%	81%	81%	81%	81%	> 95%
Students Completing High School in 5 Years with any Diploma or GED	Class of '19	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
	Class of '13	63%	52%	53%	20%	58%	53%	53%	53%	53%	53%	71%
Students Enrolled in Post-Secondary Education within 16 months after HS	Class of '19	80%	76%	75%	51%	71%	72%	72%	72%	72%	72%	88%
	Class of '14	32%	23%	24%	15%	19%	24%	22%	22%	22%	22%	59%
Students earning 9 or More College Credits while in High School	Class of '20	80%	76%	75%	69%	73%	78%	74%	74%	74%	74%	85%

*Disadv is Students in one or more subgroup other than Asian or TAG (unduplicated student count)

Attendance Rate Data: (% of students with 90% or better attendance as calculated per the Achievement Compact - based on Full Academic Year Flag of "Y"). *Data Source: Achievement Data (ODE)

Grade	11-12	12-13*	13-14 Goals
6	90.1%	84.8%	88.8%
7	88.9%	83.1%	87.1%
8	93.4%	80.8%	84.8%

Attendance Goal:

The percentage of students with 90% or better attendance will increase by 4% in each grade level as measured by the ODE Achievement data for the 2013-2014 school year.

Attainment Plan:

Attendance secretary will monitor attendance and contact students' parents regarding current absence if it has not been reported to the school.

The School attendance team will perform on the following during weekly meetings:

- Identify students who are chronically absent
- Begin a process of interventions which include:
 - Student meeting with counselor or administrator
 - Increased personal contact with chronically absent students' family and provide individualized counseling
 - Letter home to parent advising them of the attendance concerns
 - Second letter home stressing concerns and obligations of student attendance
 - Student and parent meeting with counselor and administrator
 - SARB meeting to create a specific attendance plan with student and family
 - Possible citations for nonattendance

District Goal: All students on grade level in Reading

Indicate Data Source:

Grade	10-11 Results	11-12 Results	12-13 RESULTS	13-14 Goal	13-14 RESULTS	14-15 Goal	14-15 RESULTS
6	82.8%	77.2%	74.5%	81.5%			
7	87%	79.5%	80.1%	84.5%			
8	87.7%	83%	76%	80%			

% of Students Proficient & Advanced on Reading OAKS

Data Source: ODE State Report Card - Represents students counted at the building level for AYP – Reading Cut Score changed in 2011-2012 school year.
Bold – Subgroups identified on the Achievement Compact. *Reading Cut Scores changed in 2011-2012

	2010-2011		2011-2012*		2012-2013		2013-2014	2013-2014	2014-2015	2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Goal	Results	Goal	Results
6th Grade	82.8%	84.5%	77.2%	76.3%	74.5%	75.1%	81.5%			
Male	83.5%	81.3%	76.9%	74.7%	68.2%	73.0%	75.2%			
Female	82.1%	87.5%	77.5%	77.9%	80.2%	77.1%	84.2%			
AmInd/AlkN	-	100.0%	100.0%	75.0%	100.0%	100.0%				
Asian	100.0%	100.0%	66.7%	62.5%	100.0%	85.7%				
African/Am	83.3%	77.8%	-	50.0%	100.0%	83.3%				
Hispanic	68.2%	69.3%	64.4%	58.2%	59.5%	56.2%	61.5%			
White	87.9%	88.4%	82.0%	82.4%	76.5%	79.3%	80.5%			
LEP	42.3%	42.9%	41.7%	37.2%	21.4%	25.0%	41.4%			
SPED	52.6%	55.2%	50.0%	35.3%	38.7%	35.1%	50.7%			
Econ Disad	72.2%	76.2%	63.9%	63.3%	61.8%	59.6%	68.8%			
Migrant	70.0%	71.4%	46.2%	55.6%	33.3%	33.3%	45.3%			
TAG	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				

% of Students Proficient & Advanced on Reading OAKS - continued

Data Source: ODE State Report Card - Represents students counted at the building level for AYP – Reading Cut Score changed in 2011-2012 school year.
Bold – Subgroups identified on the Achievement Compact. * **Reading Cut Scores changed in 2011-2012**

	2010-2011		2011-2012*		2012-2013		2013-2014	2013-2014	2014-2015	2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Goal	Results	Goal	Results
7th Grade	87.0%	87.1%	79.5%	83.0%	80.1%	81.4%	84.1%			
Male	85.4%	84.8%	80.9%	83.2%	82.4%	82.4%	86.4%			
Female	88.9%	89.6%	78.4%	82.8%	77.6%	80.4%	81.6%			
AmInd/AlkN	100.0%	100.0%	-	50.0%	-	100.0%				
Asian	80.0%	85.7%	66.7%	75.0%	71.4%	70.0%	78.4%			
African/Am	66.7%	80.0%	50.0%	44.4%	-	66.7%	-			
Hispanic	74.4%	75.3%	66.7%	73.3%	72.1%	68.4%	79.1%			
White	93.4%	90.5%	85.8%	87.2%	84.8%	86.4%	88.8%			
LEP	56.5%	57.9%	26.1%	32.1%	30.8%	33.3%	42.8%			
SPED	51.9%	53.3%	36.4%	43.3%	61.1%	47.5%	68.1%			
Econ Disad	74.0%	77.1%	64.9%	70.8%	67.8%	68.0%	74.8%			
Migrant	71.4%	61.5%	55.6%	66.7%	60.0%	66.7%	67.0%			
TAG	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				

	2010-2011		2011-2012*		2012-2013		2013-2014	2013-2014	2014-2015	2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Goal	Results	Goal	Results
8th Grade	87.7%	83.5%	83.0%	77.7%	76.0%	76.0%	80%			
Male	83.5%	80.0%	79.3%	74.5%	78.3%	77.4%	82.3%			
Female	92.7%	87.4%	87.7%	81.3%	74.0%	74.6%	78%			
AmInd/AlkN	100.0%	100.0%	100.0%	50.0%	-	50.0%				
Asian	100.0%	100.0%	80.0%	62.5%	66.7%	60.0%	73.7%			
African/Am	66.7%	50.0%	40.0%	57.1%	60.0%	66.7%	67%			
Hispanic	81.8%	69.1%	73.2%	64.3%	61.0%	61.4%	68%			
White	89.3%	86.0%	89.1%	81.9%	81.6%	79.8%	85.6%			
LEP	64.7%	53.6%	44.4%	46.4%	7.7%	6.3%	27.7%			
SPED	47.1%	42.9%	30.0%	28.8%	32.0%	40.4%	44%			
Econ Disad	84.1%	73.5%	73.7%	70.5%	60.4%	64.1%	67%			
Migrant	83.3%	88.9%	80.0%	55.6%	57.1%	50.0%	64%			
TAG	100.0%	98.2%	100.0%	100.0%	100.0%	100.0%				

Reading Median Growth Percentile by Grade

Data Source: Achievement Data (ODE) – **Bold** – Subgroups used for Report Card ratings

	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015
	Results	Results	Goal	Results	Goal	Results
6th Grade		54	55			
Male		48	50			
Female		55.5	57			
Underserved Races/Ethnicities*		53	54			
White		53	54			
LEP		46	48			
SPED		46	48			
Econ Disad		52	54			
TAG		67	69			

	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015
	Results	Results	Goal	Results	Goal	Results
7th Grade		49.5	51.5			
Male		47	49			
Female		57	59			
Underserved Races/Ethnicities*		53	54			
White		49.5	51.5			
LEP		64	66			
SPED		50	52			
Econ Disad		42.5	44.5			
TAG		55	57			

	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015
	Results	Results	Goal	Results	Goal	Results
8th Grade		49	51			
Male		48.5	50.5			
Female		50	52			
Underserved Races/Ethnicities*		55	57			
White		47	50			
LEP		74	75			
SPED		54	56			
Econ Disad		55	57			
TAG		48	50			

*Underserved Races/Ethnicities include: AmInd/Alskn Nat, Hawaiian/Pac Islldr, African Am, Hispanic

2012-2013 DATA ANALYSIS LIMIT TO 4-6

- **Students identified with Limited English Proficiency (LEP) scored low on the OAKS reading assessment at every grade level. (Passing percentages: 6th grade had 21.4% pass; 7th grade had 30.8% pass; 8th grade had 7.7% pass.)**
- **Students identified as qualified for Special Education (SPED) scored low on the OAKS reading assessment at every grade level. (Passing percentages: 6th grade had 38.7% pass; 7th grade had 61.1% pass; 8th grade had 32% pass.)**
- **Over the last three years the percentage of Sixth graders passing OAKS has decreased. (Passing percentages: 2010-11 - 82.8%; 2011-12 - 77.2%; 2012-13 - 74.5%)**
- **The student cohort identified as Economically Disadvantaged has shown a pattern of decreasing scores on OAKS each of the three years the test was taken. (Passing percentage of the cohort in the 6th grade was 72.2%, in the 7th grade it was 64.9% and in the 8th grade it was 60.4%)**

TARGETS FOR THE 2013-2014 SCHOOL YEAR LIMIT TO 4-6

- **Students identified with Limited English Proficiency (LEP) will increase their 2013-14 OAKS score in Reading by the spring of 2014: 6th grade passing percentage will increase from 21.4% to 41.4%; 7th grade passing percentage will increase from 30.8% to 42.8%; 8th grade passing percentage will increase from 7.7% to 27.7%.**
- **Students identified as qualified for Special Education (SPED) will increase their 2013-14 OAKS score in Reading by the spring of 2014: 6th grade passing percentage will increase from 38.7% to 50.7%; 7th grade passing percentage will increase from 61.1% to 68.1%; 8th grade passing percentage will increase from 32% to 44%.**
- **The percentage of 6th graders passing Reading in the state assessments will increase from 74.5% to 81.5% as measured by their OAKS score in the spring of 2014.**
- **Students identified as Economically Disadvantaged will increase their 2013-14 OAKS score in Reading by the spring of 2014: 6th grade passing percentage will increase from 61.8% to 68.8%; 7th grade passing percentage will increase from 67.8% to 74.8%; 8th grade passing percentage will increase from 60.4% to**

67%.

READING IMPROVEMENT PLAN

- may include Professional Development activities; if so, support structures section optional.

STRATEGIES	TIMELINE	RESOURCES NEEDED
Close Reading Strategies	Training on 9/30/13 with implementation of initial use by 10/31/13	Training for staff on 9/30/13 and follow-up on common expectations; Posters of skills created for the classrooms.
Leveled reading classes with skill based instruction	9/20/13	Toolbox data, Screening tools (SRI) and classroom based assessments.
Identified students receive instruction in Reading Lab	7 th and 8 th grade:9/3/13 6 th grade by 11/1	Toolbox data, parent meetings and classroom based assessments
Provide PLC time for teachers to collaborate, develop and analyze formative assessments to monitor student progress.	Every Wednesday	Late start time
Increased collaboration with district K-8 Literacy Director and committee	On-going	Leader of MVMS Literacy team has been appointed to Site council
Graduation Project initiatives: mandatory assessment retakes, common rubrics, common assessments and common scope and sequence	On-going	PLC Time
	Jan 6, 2014	

Agreed upon common vocabulary for reading/writing skills	9/30/13	Posters for classroom
Staff training on smarter balanced, evidenced based-response	On-going and Jan 6, 2014	Presentation at staff meetings, and professional development by district staff

Benchmark Measures

Measure	Timeline	Goal for Student Progress
SRI	Oct. 2013, June 2014	80% of students at grade level or above

District Goal: All students on grade level in Writing
Indicate Data Source: Toolbox

Grade	10-11 Results	11-12 Results	12-13 Results	13-14 Goal	13-14 Results	14-15 Goal	14-15 Results
6			57%	64%			
7			44%	50%			
8			45%	50%			

**2012-2013 DATA ANALYSIS
LIMIT TO 4-6**

- **In April of 2013 57% of the incoming 6th graders met or exceeded in writing**
 - **84% of the incoming 6th graders met or exceeded in the Voice strand**
 - **Ideas and content, organization, sentence fluency and conventions are areas of relative weakness**
- 60% of the current 7th graders met or exceeded in organization**
- 89% of the current 7th graders met or exceeded in voice**
- 45 % of the current 8th graders met or exceeded in writing**

**TARGETS FOR THE 2013-2014 SCHOOL YEAR
LIMIT TO 4-6**

- **64% of the 6th grade students will meet or exceed on District Writing Assessment**
- **50% of the 7th grade students will meet or exceed on District Writing Assessment**
- **50% of the 8th grade students will meet or exceed on the District Writing Assessment**

WRITING IMPROVEMENT PLAN

- may include Professional Development activities; if so, support structures section optional.

STRATEGIES	TIMELINE	RESOURCES NEEDED
A cross-curricular writing project will be designed and delivered between the Language Arts and Science departments	June 1	Collaboration time
Universal academic language	1/15/14	Posters, common training of teachers across content areas regarding writing skills and associated vocabulary

Benchmark Measures

Measure	Timeline	Goal for Student Progress
TEACHER CREATED ASSESSMENTS	ON-GOING	PROFICIENCY
SCORED WRITING SAMPLE	SPRING	

District Goal: All students on grade level in Math
Indicate Data Source:

Grade	10-11 Results	11-12 Results	12-13 Results	13-14 Goal	13-14 Results	14-15 Goal	14-15 Results
6	53.7%	70.8%	63.6%	70.6%			
7	67.1%	67.8%	70.8%	77.8%			
8	64.2%	73.9%	66.3%	73.3%			

% of Students Proficient & Advanced on Math OAKS

Data Source: ODE State Report Card - Represents students counted at the building level for AYP

Bold – Subgroups identified on the Achievement Compact

	2010-2011		2011-2012		2012-2013		2013-2014	2013-2014	2014-2015	2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Goal	Results	Goal	Results
6rd Grade	53.7%	59.1%	70.8%	69.4%	63.6%	66.0%	70.6%			
Male	59.3%	61.1%	67.0%	69.6%	59.1%	61.9%	66.1%			
Female	49.1%	57.2%	75.0%	69.1%	67.7%	70.1%	74.7%			
AmInd/AlkN	-	0.0%	100.0%	50.0%	100.0%	75.0%				
Asian	66.7%	80.0%	66.7%	62.5%	100.0%	85.7%				
African/Am	16.7%	11.1%	-	50.0%	66.7%	50.0%	73.7%			
Hispanic	40.9%	42.7%	60.0%	53.2%	59.5%	60.3%	66.5%			
White	57.1%	62.8%	76.6%	75.6%	63.2%	67.2%	70.2%			
LEP	24.0%	20.6%	50.0%	41.9%	35.7%	40.6%	47.7%			
SPED	13.2%	20.9%	34.6%	20.3%	16.1%	24.6%	36.1%			
Econ Disad	45.4%	48.6%	57.7%	55.6%	45.1%	47.6%	57.1%			
Migrant	40.0%	35.7%	46.2%	55.6%	33.3%	33.3%	45.3%			
TAG	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				

% of Students Proficient & Advanced on Math OAKS - continued

Data Source: ODE State Report Card - Represents students counted at the building level for AYP

Bold – Subgroups identified on the Achievement Compact

	2010-2011		2011-2012		2012-2013		2013-2014	2013-2014	2014-2015	2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Goal	Results	Goal	Results
7th Grade	67.1%	67.6%	67.8%	74.0%	70.8%	74.3%	77.8%			
Male	67.4%	68.1%	70.2%	75.1%	72.9%	73.8%	79.9%			
Female	66.7%	67.0%	65.8%	72.9%	68.4%	74.9%	75.4%			
AmInd/AlkN	100.0%	100.0%	-	0.0%	-	100.0%				
Asian	40.0%	57.1%	66.7%	75.0%	71.4%	70.0%	78.4%			
African/Am	0.0%	40.0%	33.3%	44.4%	-	66.7%				
Hispanic	44.2%	43.8%	66.7%	68.0%	67.4%	63.3%	74.4%			
White	79.2%	74.9%	69.5%	76.4%	74.3%	78.6%	81.3%			
LEP	34.8%	39.5%	39.1%	39.3%	46.2%	33.3%	58.2%			
SPED	29.6%	28.3%	24.2%	31.7%	72.2%	40.3%	79.2%			
Econ Disad	45.2%	54.1%	54.6%	60.7%	60.0%	60.2%	67%			
Migrant	57.1%	69.2%	66.7%	75.0%	60.0%	60.0%	67%			
TAG	100.0%	98.0%	100.0%	100.0%	100.0%	100.0%				

	2010-2011		2011-2012		2012-2013		2013-2014	2013-2014	2014-2015	2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Goal	Results	Goal	Results
8th Grade	64.2%	70.2%	73.9%	75.3%	66.3%	71.5%	73.3%			
Male	67.0%	73.5%	70.7%	72.9%	71.7%	75.4%	78.7%			
Female	61.0%	66.5%	78.1%	77.8%	61.5%	67.7%	68.5%			
AmInd/AlkN	50.0%	80.0%	100.0%	100.0%	-	0.0%				
Asian	100.0%	80.0%	80.0%	62.5%	66.7%	60.0%	73.7%			
African/Am	33.3%	25.0%	0.0%	28.6%	20.0%	33.3%	40%			
Hispanic	63.6%	56.4%	61.0%	58.6%	53.7%	62.9%	60.7%			
White	64.1%	72.8%	81.8%	81.2%	72.1%	75.0%	79.1%			
LEP	35.3%	37.9%	33.3%	35.7%	15.4%	12.5%	35.4%			
SPED	35.3%	33.3%	30.0%	30.8%	28.0%	31.6%	40%			
Econ Disad	54.2%	52.0%	60.5%	64.1%	49.5%	56.5%	61.5%			
Migrant	50.0%	44.4%	60.0%	50.0%	57.1%	58.3%	64.1%			
TAG	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				

Math Median Growth Percentile by Grade

Data Source: Achievement Data (ODE) – **Bold** – Subgroups used for Report Card ratings

6th Grade	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015
	Results	Results	Goal	Results	Goal	Results
All		47	49			
Male		45	47			
Female		47.5	49.5			
Underserved Races/Ethnicities*		52	54			
White		45	47			
LEP		48	50			
SPED		24	30			
Econ Disad		45	47			
TAG		56	58			

7th Grade	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015
	Results	Results	Goal	Results	Goal	Results
All		48	50			
Male		47	49			
Female		50	52			
Underserved Races/Ethnicities*		51.5	53.5			
White		46.5	48.5			
LEP		33	40			
SPED		59	61			
Econ Disad		42	44			
TAG		70	72			

8th Grade	2011-2012	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015
	Results	Results	Goal	Results	Goal	Results
All		54	56			
Male		47.5	49.5			
Female		55	57			
Underserved Races/Ethnicities*		48	50			
White		55	57			
LEP		52	54			
SPED		49	51			
Econ Disad		48	50			
TAG		77	79			

*Underserved Races/Ethnicities include: AmInd/Alskn Nat, Hawaiian/Pac Islldr, African Am, Hispanic

2012-2013 DATA ANALYSIS

LIMIT TO 4-6

- **63.6%** of the 6th grade met or exceeded the state assessment in Math which was lower than the overall district percentage of 66%
- **70.8%** of the 7th grade met or exceeded the state assessment in Math which was lower than the overall district percentage of 74.3%
- **66.3%** of the 8th grade met or exceeded the state assessment in Math which was lower than the overall district percentage of 71.5%
- **16.1%** of the 6th grade and **49.5%** of the 8th grade SPED population met or exceeded OAKS and these are the lowest performing subgroups in math

TARGETS FOR THE 2013-2014 SCHOOL YEAR

LIMIT TO 4-6

- **70.6%** of the 6TH grade students will meet or exceed on the Math OAKS test given in the spring of 2014.
- **77.8%** of the 7TH grade students will meet or exceed on the Math OAKS test given in the spring of 2014.
- **73.3% OF THE 8TH grade students will meet or exceed on the Math OAKS test given in the spring of 2014.**
- **Students identified as SPED will increase their 2013-14 OAKS score in Reading by the spring of 2014: 6th grade passing percentage will increase from 16.1% to 36.1%; 7th grade passing percentage will increase from 31.7% to 45.7%; 8th grade passing percentage will increase from 49.5% to 61.5%.**

MATH IMPROVEMENT PLAN

- may include Professional Development activities; if so, support structures section optional.

STRATEGIES	TIMELINE	RESOURCES NEEDED
Close reading strategies for Math Word Problems	9/30/13 Training and implement by 11/1	Training for staff on 9/30/13 and follow-up on common expectations; Posters of skills created for the classrooms.
Use of common curriculum across district	ON-GOING	PLC time with CVMS
Provide PLC TIME for teachers to collaborate, develop and analyze formative assessments to monitor student progress	WEDNESDAYS	LATE START TIME
Provide individualized math lab instruction for identified students through Successmaker	10/7 – 6/16	Staff, Training and Equipment
A staff member will be hired to aid in diagnostics, one-on-one work, etc.	11/1/13	Shift of resources from reading to math
Universal academic language	1/15/14	Posters
Study skills instruction	1/15/14	Staff, curriculum, identification/monitoring process
Graduation Project initiatives: mandatory assessment	On-going	PLC Time

retakes, common rubrics, common assessments and common scope and sequence		
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Science

% of Students Proficient & Advanced on OAKS

Data Source: ODE State Report Card - Represents students counted at the building level for AYP - * Cut Score Changed in 2011-2012 for Grades 5 & 8

	2010-2011		2011-2012*		2012-2013		2013-2014	2013-2014	2014-2015	2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Goal	Results	Goal	Results
8th Grade	78.1%	78.2%	72.0%	72.2%	78.1%	72.3%	82.1%			
Male	81.3%	81.4%	68.5%	71.4%	82.6%	77.4%	86.6%			
Female	74.4%	74.7%	76.4%	73.1%	74.0%	67.2%	81%			
AmInd/AlkN	100.0%	100.0%	100.0%	50.0%	-	0.0%				
Asian	100.0%	80.0%	80.0%	62.5%	66.7%	60.0%	73.7%			
African/Am	66.7%	50.0%	40.0%	57.1%	20.0%	22.2%	40%			
Hispanic	43.8%	40.7%	46.3%	50.0%	61.0%	50.0%	68%			
White	86.3%	85.0%	82.6%	78.5%	87.5%	80.1%	91.5%			
LEP	25.0%	25.0%	16.7%	28.6%	30.8%	25.0%	42.8%			
SPED	58.8%	52.4%	35.0%	32.7%	36.0%	38.6%	48.0%			
Econ Disad	69.1%	63.0%	56.6%	60.3%	63.7%	57.6%	70.7%			
Migrant	33.3%	44.4%	30.0%	38.9%	85.7%	50.0%	89.7%			
TAG	93.3%	96.9%	100.0%	100.0%	100.0%	100.0%				

2012-2013 DATA ANALYSIS LIMIT TO 4-6

- There was significant growth in every area except females and African – Americans.
- Exceeded district average in all areas except African American and SPED.
- Lep, SPED and Economically Disadvantaged performed significantly higher in science than reading and math
- Performance of females as compared to males is inconsistent from year to year

**TARGETS FOR THE 2013-2014 SCHOOL YEAR
LIMIT TO 4-6**

- **THE NUMBER OF FEMALES MEETING OR EXCEEDING ON THE OAKS SCIENCE ASSESSMENT WILL BE EQUAL TO OR HIGHER THAN THE NUMBER OF MALES.**

SCIENCE IMPROVEMENT PLAN

• may include Professional Development activities; if so, Support Structures section optional.

STRATEGIES	TIMELINE	RESOURCES NEEDED
Science “After School Review Crew”.	1/15/14	Assistance in tutoring students
Universal academic language	1/15/14	Posters
Study skills instruction	1/15/14	Staff, curriculum, identification/monitoring process

BUDGET ALLOCATION FOR GOALS

Budgeted Items	Money Allocated	Budget Source	Desired Outcomes for Use of Monies
Staff Development	\$14,000	Building budget	Training, release time, support materials
Math IA	\$25,000	Building FTE budget	Math labs, student diagnostic support, Successmaker
Technology Acquisition	\$11,000	Building budget	Purchase of computers and software to support initiatives

Accomplishments and Points of Pride for the 2012-2013 School Year:

Site Council Team Attendance Record
(Attendance Indicated by X)

Member Name	Role	Date:8/13/13	Date:8/16/13	Date:9/9/13	Date: 9/23/13	Date:
Wayne Strong/ Scott Murphy	Principal	x	x	x	x	
Kathy Mickus	Facilitator, Teacher (Reading)	x	x	x	x	
Laura Wells	Teacher (Math and Science)	x	x	x	x	
Jackie Topf	Teacher (Science)			x	x	
Becky Raz	Classified Staff Member	x		x		
Amy Day	Parent			x	x	
Linda Buck	Teacher (Core and Literacy Team member)					
Jennifer Shafer	Teacher (SPED)			x	x	

Principal's Signature: _____