

Tigard-Tualatin School District 23J
Continual Improvement Plan – Data Review/Goal Development Sheet
2011-2012

Reading

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Nov. 2011
CIP Team Members:		
<i>Shelley Corry, Susan Morgan, Jill Flores, Carol Lutu, Luisa Sermol, Steve Kobor, Ali Waid, Kristin Sacks, Cindy Carrier, Elyse Hansen</i>		

1. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
OAKS 2 Score Comparison List Report	Y
OAKS Disaggregated Group Report	Y
OAKS ELPA Details Rpt.	Y

2. Areas of identified strength:

85.65% of 2010-11 6th graders met or exceeded on the OAKS Reading Assessment
 20 out of 27 of our SPED 6th graders met or exceeded on the OAKS Reading Assessment (74%).
 24 out of 41 of our Latino 6th graders met or exceeded on the OAKS Reading Assessment (58.54%).
 100% of our 6th grade African American students met or exceeded on the OAKS Reading Assessment.

82.8% of 2010-11 7th graders met or exceeded on the OAKS Reading Assessment
 6 out of 7 of our African American students met or exceeded on the OAKS Reading Assessment (85.7%).

3. Identified areas for improvement:

41.46% of the Latino 6th graders in 2010-11 did not meet OAKS assessment cut-scores
 85.71% of the LEP 6th graders in 2010-11 did not meet OAKS assessment cut-scores
 45.28% of the Latino 7th graders in 2010-11 did not meet OAKS assessment cut-scores
 65.79% of the SPED 7th graders in 2010-11 did not meet OAKS assessment cut scores

Reading Goal #1	The achievement Gap on the OAKS Reading between White students and Latino students will reduce by 5% at all grade levels during the 2011-12 school year. In 2010-11 the 6 th grade gap was 31.64%, the 7 th grade gap was 38.26% and in 8 th grade the gap was 22.29%. Our goal is to achieve levels less than 26.64% in 6 th grade, 32.26% in 7 th grade, and 17.29% in 8 th grade.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Language Arts teachers will embed in their literature selection, instruction in Literary Elements, devices, structure and comprehension. Mastery will be determined based on grades and/or pre-test/post-test on these standards/objectives.	LA Teachers	Sept - June	Academic Success
Language Arts Teachers will teach Understanding Authors in Literary Text, while core teachers will teach Informational Reading and reinforce the literacy teaching strategies and practices in their classes (clarify, question, predict, summarize, vocabulary, phonemic awareness drills, graph and chart reading, etc.)	LA Teachers Core teachers	Sept - June	Academic Success
ELL and SPED departments will work in conjunction with grade level teacher teams to support students in academic areas. ELL and SPED teachers will support what is being taught in General Education class so they can assist by teaching the same concepts in their classes to cement/reinforce that learning.	ELL teacher, Sped teachers, grade level teaching teams.	Sept-June	Academic Success
Every Thursday during Homeroom – all students and adults at FMS will participate in SSR (Silent Sustained Reading). This time will be protected time, and will be spent reading for enjoyment and build a joy of reading for pleasure.	All teachers at FMS	Sept. - June	Academic Success

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Administration observations and Evaluations	May 2011	S. Corry and M. Watts-Tupou
Monthly Department meeting. Informal discussion about classroom engagement	June 2011	Departments
OAKS scores	June 2011	S. Corry

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Writing

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
CIP Team Members:		
<i>Shelley Corry, Susan Morgan, Jill Flores, Carol Lutu, Luisa Sermol, Steve Kobar, Ali Waid, Kristin Sacks, Cindy Carrier, Elyse Hansen</i>		

1. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
OAKS 2 Score Comparison List Report	Y
OAKS Disaggregated Group Report	Y
OAKS ELPA Details Rpt.	Y

2. Areas of identified strength:
65.89% of the 7th grade 2010-11 White students met or exceeded on the State Writing Assessment.
3. Identified areas for improvement:
41% of the 2010-11 7th graders did not meet standards on the State Writing Assessment.
69% of the 2010-11 Latino 7th graders did not meet standards on the State Writing Assessment.
11% of the 2010-11 SPED 7th graders met standards on the State Writing Assessment.
6.25% of the 2010-11 LEP 7th graders met standards on the State Writing Assessment.

This year, we dropped 5.47% from the previous year on the State Writing Assessment. The three years prior to this we demonstrated continuous growth. 2007-08: 55%, 2008-09: 58.8%, 2009-10: 63.33%, 2010-11: 57.86%.

Goal #1	During the 2011-12 school year, all students will participate two times in a writing prompt, scored with the state writing rubric. All students will demonstrate a 2 point gain between their first writing sample in November to their second writing sample in March.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
All HR teachers will administer a writing assessment in the November and March with students selecting one of five prompts. Writing will be practice for required State Writing Assessment that will be given in high school. Data collected will be used to determine future writing needs of FMS students.	All HR teachers Susan Morgan Administration	November and March	Academic Success
Instructional Coordinator will facilitate the set-up, planning, and staff training for writing assessment	Susan Morgan Shelley Corry	November and March	Academic Success
Teachers will be trained in scoring AWA papers using state rubric on Nov. 21, 2011, and then apply that training to the scoring of HR student's papers.	Susan Morgan, Shelley Corry All FMS teachers	November 2011	Academic Success
Problem of Practice: Student Engagement A group of teachers will work with the Instructional Coordinator to increase the use of Exit Tickets to determine, in written form, how well the students are engaged in the Content Objective for that day. These written Exit Tickets will help the teachers determine if their teaching strategies for that lesson are effective and meeting their objective.	Ali Waid, Jesse Abell, Adrienne Ash, Lauren Kelley, Susan Morgan	On-going, all school year.	Academic Success

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Data collected from writing assessment	May 2012	S. Morgan, S. Corry
Feedback from teachers after AWA training	Nov. 2011 and April 2012	S. Morgan, S. Corry

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Continual Improvement Plan – Data Review/Goal Development Sheet
2011-2012

Mathematics

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
CIP Team Members: Shelley Corry, Paul Costello, Val Scott, Janae Knutson, Ryan Windle, Cindy Pellicci, Kristina Hughes		

1. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
OAKS 2 Score Comparison List Report	Y
OAKS Disaggregated Group Report	Y
OAKS ELPA Details Rpt.	Y

2. Areas of identified strength:
70.72% of the 7th graders in 2010-11 met or exceeded on the OAKS Mathematics Assessment.
3. Identified areas for improvement:
 In 2010, 6th graders, 34.8% of the students did not meet standards on the OAKS Math Assessment (87 out of 250 students)
 In 2010, 6th grade Latino students, 74.36% did not meet standard on the OAKS Math Assessment (29 out of 39 students)
 In 2010, 6th grade SPED students, 64% did not meet standards on the OAKS Math Assessment (16 out of 25 students)
- In 2010, 42.86% (3 out of 7) 7th grade African American students did not pass the OAKS Math Assessment.
 In 2010, 65.38% (34 out of 52) 7th grade Hispanic students did not pass the OAKS Math Assessment.
 In 2010, 78.38% (29 out of 37) 7th grade SPED students did not pass the OAKS Math Assessment.

Math Goal #1	By May 2012, all students meeting the OAKS requirement for math at FMS will increase from 71.7% in 2010-11 to 75% in 2011-12.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Homework help will be provided one day per week after-school for academic support throughout the school year. Sixth grade students will also have separate after-school support opportunities.	HWH supervisors ASA Supervisors	On-going, All year.	Academic Success
Lunch Academies will also provide additional opportunities for students to receive support and/or extended time to work on math skills.	Lunch Academy Monitors	On-going, All year.	Academic Success
Teachers will write Content and Language Objectives each day on their white boards so students know what they are learning each day. Teacher will direct their instruction to the objectives and refer to them during the class period.	All FMS teachers	On-going, All year	Academic Success
Teachers will use either Calcium Calendar or Google Calendars to communicate to students and parents assignments, tests and homework. This will be done for each day of the school year.	All FMS teachers	On-going, All year.	Academic Success

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Decreased number of failing grade as compared to last year	June 2012	All teachers
Increased number of teachers teaching to LO/CO objectives	June 2012	All teachers
Increased number of teachers using Calcium and Google Calendars for increased home:school communication	June 2012	All teachers

Math Goal #2	By May 2012, 8th grade pre algebra 2 students will demonstrate a growth of 5 points on OAKS math test from 2010-11.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
8 th grade math teachers will emphasize OAKS test-taking strategies and practice test options in class before OAKS testing begins.	Math teachers	Sept - May	Academic Success
8 th grade Math Labs will provide additional academic support opportunities for students identified as being academically at-risk.	Math Lab teachers	Sept-May	Academic Success

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Increased OAKS testing scores	May 2012	Admin. and math teachers
Increased skills as measured by grades in math classes	June 2012	Admin. and math teachers

Tigard-Tualatin School District 23J
Continual Improvement Plan – *Data Review/Goal Development Sheet*
2011-2012

Science

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
CIP Team Members: <i>Shelley Corry, Mary Sue Scheller, Jon Walker, Sue Manning, Adrienne Ash, Michaela Chevalier, Jesse Abell</i>		

1. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
OAKS 2 Score Comparison List Report	Y
OAKS Disaggregated Group Report	Y
OAKS ELPA Details Rpt.	Y

2. Areas of identified strength:

Over the last three years we have shown progress in the percentage of students in 8th grade meeting or exceeding on the OAKS Assessment:

08-09 = 69.6%

09-10 = 74.1%

10-11 = 77.0%

For the 08-09 and 09-10 school year 0% of the LEP students passed the OAKS Science Assessment. In 2010-11 11.1% met.

3. Identified areas for improvement:

Only 29% of the SPED 8th graders passed the OAKS assessment in 2010-11. 34.3% met standards in 09-10.

23% of the Hispanic 8th graders did not meet on the OAKS assessment in 2010-11. 15% did not meet in 09-10.

Science Goal #1	By May 25 th , 78% of our 8 th grade students will pass the OAKS Science Assessment as compared to 77% that passed in 2010-11.
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Science Goal #2	By May 25 th , 25% of our 8 th grade Hispanic students will pass the OAKS Science Assessment as compared to 23% that passed in 2010-11.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Both 8 th grade science teachers will spend time before testing to prepare/review with their students prior science curriculum (to activate memory) before the OAKS Science Assessment . This will include reviewing science terminology and major science units from the last three years.	Jesse Abell Michaela Chevalier	February 2012	Academic Success
All science teachers will daily write CO/LO on their boards and teach to these objectives and refer to them throughout instruction each day.	Science teachers Administration	On-going, all year.	Academic Success
SIOP Strategies will be incorporated into daily lesson plans.	Science teachers Administration	On-going, all year.	Academic Success

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Lesson Plans	Week before testing	Teachers and Admin
Admin. Evaluations and drop-in evaluations	On-going, all year	Administrators
Admin. Evaluations and drop-in evaluations	On-going, all year	Administrators

Tigard-Tualatin School District 23J
Continual Improvement Plan – Data Review/Goal Development Sheet
2011-2012

Climate

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
CIP Team Members: Marni Watts-Tupou, Brian Penny, Sue Manning, Jill Flores, Amy Grube, Jesse Abell, Kristin Sacks, Dave Paldino, Cindy Pellicci		

Goal #1	All Staff (licensed and classified) will use tokens as rewards/recognition for students by distributing at least 10 tokens each month.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Leadership representative from each teaching team to be key communicator for EBS/teacher teams	Leadership Reps.	Weekly Mtgs.	Positive Learning Environment
Tokens will be bagged and distributed to staff mailboxes at the beginning of each month.	Office staff and Office aides	Monthly distribution, token store open at least 1 x/week	Positive Learning Environment
Commercials, PSA's, advertisements, posters, etc., to showcase the token program and store.	EBS Committee	At least 1 x/month	Positive Learning Environment
Team assemblies to re-teach behavior expectations and advertise/promote the Token Economy Program.	Dave Paldino Cindy Pellicci	Monthly	Positive Learning Environment

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Monthly updates at Leadership meetings and EBS Committee meetings	Sept-May	Administration

Tigard-Tualatin School District 23J
Continual Improvement Plan –ACTION PLANNING FORM
2011-2012

Climate

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
<i>CIP Team Members:</i> Marni Watts-Tupou, Brian Penny, Sue Manning, Jill Flores, Amy Grube, Jesse Abell, Kristin Sacks, Dave Paldino, Cindy Pellicci		

Goal #2	Minor referrals (tardies) will decrease by 15% from 517 (YTD) to <441 for the 2011-12 school year.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Consistent follow up and consequences for tardy students.	Marni Watts-Tupou Sonja Lindsay	Weekly	Positive Learning Environment
Tardy Blitzes	EBS committee, Administration, Counselors	Monthly	Positive Learning Environment
Random recognition/rewards for students on time to randomly selected classes	EBS committee, teams, administration, counselors	Monthly	Positive Learning Environment

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
EBIS meetings – 2/month to discuss SWIS data	June 2012	Administration and EBIS team
EBS monthly meetings to discuss data	June 2012	M. Watts and EBS team

Tigard-Tualatin School District 23J
Continual Improvement Plan –ACTION PLANNING FORM
2011-2012

Climate

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
<i>CIP Team Members:</i> Marni Watts-Tupou, Brian Penny, Sue Manning, Jill Flores, Amy Grube, Jesse Abell, Kristin Sacks, Dave Paldino, Cindy Pellicci		

Goal #3	(Year 2) The number of major referrals will decrease by 15% for the 2011-2012 school year. Total ODR's (major only/YTD) 10-11 = 329 will decrease to <280 for 2011-12.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Review problem behaviors and behavior management system with individual teams	Marni Watts-Tupou	Quarterly	Positive Learning Environment
EBIS representative from each core teaching team to attend bi-weekly EBIS meetings	Team EBIS reps	Bi-weekly	Positive Learning Environment
Regular meeting with administrator/counselor & teacher teams to discuss student concerns	Administration, counselors	One admin/counselor to meet with each team weekly	Positive Learning Environment

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
EBIS meetings – SWIS data	June 2012	EBIS team
EBS team – data analysis - SWIS	June 2012	EBS team

Tigard-Tualatin School District 23J
Continual Improvement Plan –ACTION PLANNING FORM
2011-2012

Climate/E-Team
(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
<i>CIP Team Members:</i> EBS Committee and E-Team members		

Goal #4	(Year 2) The percent of total referrals for Latino students will decrease by 10% each year for the next 2 years.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Provide professional development to staff related to students' sense of belonging to the school culture.	E-team	Monthly	Positive Learning Environment
Continue Courageous Conversations with staff via professional development activities, E-team meetings and Courageous Conversations trainings	Shelley Corry Marni Watts-Tupou Lucia Meza	Monthly meetings and Prof. Dev.	Positive Learning Environment
Hold quarterly administration/Latino student forums to discuss concerns/issues	Shelley Corry Marni Watts-Tupou	Quarterly	Positive Learning Environment

Tigard-Tualatin School District 23J
Continual Improvement Plan –ACTION PLANNING FORM
2011-2012

E-Team

(Content Area)

School: Fowler Middle School	Principal: Shelley Corry	Date: Sept. 2011
CIP Team Members: FMS E-Team members		

Goal #1	By June 1, 2012, FMS will plan, facilitate, and assess three community events at the end of each ASA session. These events will focus on celebrating the success and involvement of all ASA students by watching, participating, sharing food, fun, music and dance of the various cultures that participate in these activities. These events will hopefully build a stronger relationship between all our families, but in particular through targeted invitation, our Hispanic community.
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Plan three culminating events at the end of each ASA session to actively engage our families in getting to know each other and the staff and students at FMS.	E-team, ASA staff Kyle Knipe Administration	Nov. March June	Cultural Understanding
Continue to build relationship with our Hispanic students through ASA, HOT, Intercambio, school activities and home visits.	All FMS Staff	On-going all year.	Cultural Understanding
Plan one meeting each month for academic teams to meet and discuss our “students of color” and their specific needs. Look at quantitative and qualitative data to write specific plans geared for school success with focus students.	All FMS Staff Administration	On-going, all year.	Cultural Understanding

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Attendance at community events	June 1, 2012	Admin and ASA Staff
Increased ASA minority involvement and recidivism	June 1, 2012	Kyle Knipe
Informal feedback from students and families.	June 1, 2012	Admin and ASA Staff

Tigard-Tualatin School District
2011-12 Continual Improvement Plan - Assurance Form
Used to Monitor Adult Actions and End-of-Year Data

School/Department: Fowler Middle School	Principal/Director: Shelley Corry	Date: September 2011
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Goals	Status as of February 10, 2012	Next Steps	Data collected for June 1, 2012 to measure goal.	Comments
GOAL: Reading #1.1: The OAKS Reading Assessment gap between 6 th grade White and Latino students will be less than 26.64%				
GOAL: Reading #1.2: The OAKS Reading Assessment gap between 7 th grade white and Latino students will be less than 32.36%				
GOAL: Reading #1.3: The OAKS Reading Assessment gap between 7 th grade White and Latino students will be less than 17.29%				
Action: LA teachers will embed Literature selection, elements, devices, structures and comprehension into lesson plans and activities in classroom instruction.				
Action: LA teachers will teach Understanding Authors in Literary Text				
Action: Core teachers will teach informational reading and reinforce the literacy strategies in their classrooms.				
Action:				

ELL and SPED teachers will work in conjunction with core teachers to support instruction taught in core classrooms with instruction in their ELL/Learning Strategy classes.				
Action: All HR teachers will participate in SSR during HR every Thursday				
GOAL: Writing #1 All students will participate in 2 AWA writing assessment this year and show at least a 2 pt. gain this year between the fall and spring writings.				
Action: All HR teachers will give the AWA writing prompts to their students. One in Nov. and one in March.				
Action: IC will facilitate the planning and coordination of assessment				
Action: All FMS teachers will be trained to score the AWA assessment using the ODE scoring guide.				
Problem of Practice: Student Engagement: A group of teachers will work with IC in a study of writing Exit Tickets and their effect on measuring if the CO is being met.				
GOAL: Math # 1 75% of our students will meet or exceed on the OAKS assessment this year.				
Action: HWH will be provided at least 1 day/wk for Math support				
Action:				

LA will be provided daily for math support and HW completion.				
Action: Teachers will write LO and CO on their boards, refer to them often and reinforce what is being taught daily.				
GOAL: Math #2 8 th grade pre algebra 2 students will demonstrate a growth of 5 points on OAKS math assessment				
Action: 8 th grade math teachers will emphasize OAKS test-taking strategies and practice test options in class before OAKS testing begins.				
Action: 8 th grade Math Labs will provide additional academic support opportunities for students identified as being academically at-risk.				
GOAL: Science #1 78% of the FMS 8 th graders will meet or exceed on the OAKS Science assessment				
GOAL: Science # 2 25% of our 8 th gr. Hispanic Students will meet or exceed on the OAKS Science Assessment this year				
Action: Both science teachers will spend time before testing to review MS curriculum to activate memory before testing				
Action: All science teachers will daily write LO and CO on white board and refer to them during instruction.				
Action: Science teacher will incorporate SLOP				

Action: Science teacher will incorporate SIOp strategies into their new science curriculum this year.				
GOAL: Climate #1 All Staff will distribute at least 10 tokens each month				
Action: Leadership Rep. will be key communicator for EBS to teams and staff				
Action: Tokens will be bagged and distributed to mailboxes the first of each month.				
Action: Commercials, PSA's , Ads, posters will showcase the token program and store.				
Action: Team assemblies will be used to re-teach expectations and token economy.				
GOAL: Climate #2 Minor referrals will decrease to <441				
Action: Consistent follow up and consequences for tardy students				
Action: Tardy Blitzes				
Action: Random recognition/rewards for students on time to randomly selected classes				
GOAL: Climate #3 Major Referrals will decrease to <280				
Action: Review problem behaviors and behavior management system with individual teams				
Action:				

<p>Action: Regular meetings with Admin/Counselor and teacher teams to discuss student concerns.</p>				
<p>GOAL: Climate/E-team Latino student referrals will decrease by 10% (< ____)</p>				
<p>Action: Prof. Dev. for staff to help Latino students create sense of belonging in FMS.</p>				
<p>Action: Continue Courageous Conversations with staff and trainings</p>				
<p>Action: Hold quarterly admin/Latino student forums to discuss concerns/issues.</p>				
<p>GOAL: E-Team Build community by welcoming all our families (especially our families of color) to participate and watch our showcase of ASA activities.</p>				
<p>Action: 3 culminating events. One at the end of each ASA session.</p>				
<p>Action: Continue to build relationships with Hispanic students through HOT, Intercambio, activities and home visits.</p>				
<p>Action: Monthly meetings for academic teams to discuss method to meet the needs of our "students of color". (Focus Students)</p>				