

ACTION PLAN FOR IMPROVEMENT

Portland Village Charter School

DATE: November 10, 2018

Instructions:

1. Complete Action Plan for each of the performance standards addressed in the Notice of Concern:
 - Improve Grade 5-8 Math achievement as measured by Smarter Balanced Assessments
 - Improve Grade 5 English Language Arts achievement as measured by Smarter Balanced Assessments

1. Each Action Plan shall be:
 - Detailed, specific, and based upon best practice
 - Include a relevant professional development plan, based upon best practice
 - Include reasonable measures of assessment to adequately demonstrate progressive improvements

1. Goals identified should be SMART goals, that is, Specific, Measurable, Attainable, Relevant, and Time-bound.

Submitted by: Dena Lundgreen

PERFORMANCE PLAN TEAM MEMBERS (If applicable)	
Name	Position
Dena Lundgreen	Principal
Claire Garrott	Teacher
Dan Stott	Teacher
Shaela Vardhana	Teacher

I. Academic Action Plan for Improvement

CONTENT AREA: Mathematics
PERFORMANCE STANDARD REQUIRING IMPROVEMENT: Grades 5-8 achievement in Math for all students as measured by Smarter Balanced state assessments

DESCRIBE THE PROBLEM: In 2017-18, 10% of PVS students in grades 5 met Mathematics achievement standards as compared to 47% of their District counterparts; 26% of PVS students in grades 6 as compared to 46% of their District counterparts; 41% of PVS grade 7 as compared to 50% of District counterparts; and 16% of grade 8 as compared to 49% of District counterparts. (“met standard” = scoring at level 3 or 4 on Smarter Balanced state assessments)

ACADEMIC STANDARDS IMPROVEMENT GOAL: Improve math achievement as listed below

Describe how the **ACADEMIC STANDARDS IMPROVEMENT** goal is....

Specific	Measurable	Achievable	Realistic	Time-bound
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<p>Spring 2019 SBAC will evidence the following designated % achievement in levels 3 & 4 math for the following grades:</p> <p>Grade 3- 40%</p> <p>Grade 4- 45%, (this group was at 28% last year)</p> <p>Grade 5- 50%</p> <p>Grade 6- 40% (at 10% last year)</p> <p>Grade 7- 45% (at 25.6% last year)</p> <p>Grade 8- 50% (at 41% last year)</p>	<p>Comparing % of students at levels 3 & 4 in 2017-18 to 2018-19.</p>	<p>With the new instructional tools, training, and support</p>	<p>Growth amount is ambitious yet doable with the supports, manipulatives, teacher training, increased instructional minutes, and data driven instruction</p>	<p>Results will be assessed following SBAC performance in May 2019.</p>
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Describe the instructional strategies that will be implemented as a part of this plan:

- Leveled and fluid math groups for targeted explicit instruction
- One on one tutoring for differentiated learning
- Using Waldorf and other whole-child pedagogy to present and reinforce

- content though hands-on, project based, and arts integrations
- Teaching on grade level Math CCSS for a minimum of 40 minutes per day
- Full time onsite Math Instructional Specialist for grades 1-5. Creating a more solid foundation for upper grade performance
- Full time math teacher for grades 6-8
- 5-8 grade teachers will attend math class with their students to assist, remediate, and co-teach. This allows for a type of mentoring/PD in math instruction
- Ongoing benchmark assessments
- Formative assessments and progress monitoring to drive small group instruction

Why do you believe these strategies will address the issue or problem?

The strategies are proven best practices in education.

They will allow for:

1. Identification of strengths and weaknesses of students
2. Leveled math groups will allow for more equitable instruction
3. Groupings will allow for peer to peer tutoring
4. Students will receive tailored instruction to their individual needs
5. Teachers will focus in on specific content, strategies and skill sets
6. Students get to talk with individual students about math and hear their mathematical thinking which will refine instruction
7. Teachers get to observe students as they do the math allowing for immediate feedback for students
8. Students have the opportunity to develop and use math strategies that allow them to become comfortable with different types of problems

What is the relevant professional development plan associated with the Action Plan for Improvement, and how will it be resourced (funds)?

- Parallel Teachers (grade level partners) meeting and sharing math instructional practices in weekly PLC meetings.
- Professional development opportunities:
- mentoring via invite Math Instructional Specialist,
- teachers in grades 6-8 will attend math class with their students to co-teach, assist and mentor students, remediate etc.
- targeted professional development (Waldorf, other best practices/ methodologies)
- monthly school-wide data meetings,

- training in administering/creating/analyzing of summative math assessments,
- regular math PD in weekly faculty meetings,
- off-site observations of math instruction in successful charter schools in PDX

Funding for the above has been budgeted. Extra funding will be pulled from PVS surplus

Explain the process and timeline for demonstrating progressive improvements in student achievement:

Grades 5-8 will be assessed in class using a common core aligned placement assessment no later than Dec. 15, 2018.

Instruction will begin no later than January 5, 2019.

Monthly summative assessments and weekly progress monitoring and/or formative assessments will drive instruction.

CONTENT AREA: English Language Arts (ELA)				
PERFORMANCE STANDARD REQUIRING IMPROVEMENT: Grade 5 achievement in English Language Arts				
DESCRIBE THE PROBLEM: 35% of PVS Grade 5 students met ELA achievement standards as compared to 65% of their District counterparts; (“met standard” = scoring at level 3 or 4 on Smarter Balanced state assessments)				
ACADEMIC STANDARDS IMPROVEMENT GOAL: To improve student achievement as stated below				
Describe how the ACADEMIC STANDARDS IMPROVEMENT goal is....				
Specific	Measurable	Achievable	Realistic	Time-bound

<p>Spring 2019 SBAC will evidence the following designated % achievement in levels 3 & 4 math for the following grade:</p> <p>Grade 5- 65%</p>	<p>Comparing % of students at levels 3 & 4 in 2017-18 to 2018-19.</p>	<p>The group of students come into this grade have had more consistent standards-based instruction, therefore, we expect improvement.</p>	<p>Growth amount is doable given the new focus on data-driven instruction, differentiation, and mastery centered instruction.</p>	<p>Results will be assessed following SBAC performance in May 2019.</p>
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Describe the instructional strategies that will be implemented as a part of this plan:

Grade 5 teachers will deliver daily (M-F) instruction of Common Core ELA standards for a minimum of 60 minutes. Teachers will formatively assess students using informal running records to drive differentiated instruction including leveled ELA groups and one on one tutoring with students.

Why do you believe these strategies will address the issue or problem?

Grouping/leveling is a proven best practice in public education. Grouping/leveling students will allow teachers to give targeted, differentiated, direct instruction to students.

What is the relevant professional development plan associated with the Action Plan for Improvement, and how will it be resourced (funds)?

Teachers will participate in PD focused on best practices in ELA/Reading instruction. Teachers with Reading Endorsements and/or extensive experience in reading intervention, will act as support people for less experienced teachers. Teachers in grades 1-8 will administer BOY, MOY, EOY benchmark reading assessments that will drive instruction. We will purchase Fountas and Pinnell reading Benchmark System for grades 1-8 We have purchase a k-9 Leveled

reading library and class sets of equitable informational and fictional texts

Explain the process and timeline for demonstrating progressive improvements in student achievement:

Students completed a leveling reading assessment in early November 2018.

Reading groups begin no later than December 1.

Students will be assessed in class using a common core aligned placement assessment no later than Dec. 15, 2018.

Instruction will begin no later than January 5, 2019.

Monthly summative assessments and weekly progress monitoring and/or formative assessments will drive instruction.