

# Roseway Heights Comprehensive Achievement Plan

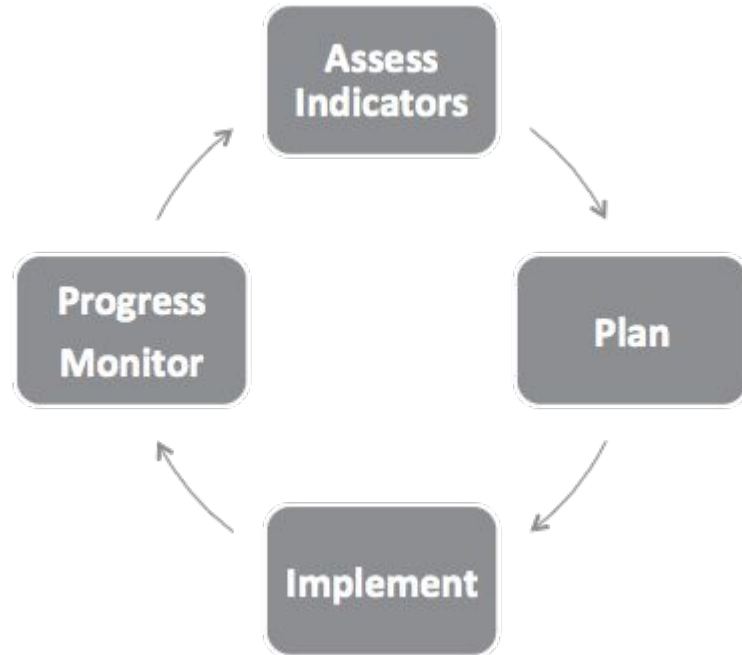
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# Objectives

*We will...*

1. learn about the elements included in the CAP
2. learn about the process of creating the Comprehensive Achievement Plan (CAP) for school improvement
3. examine the 3 priorities in the CAP for 2016-17
4. provide input for how we support our three priorities
5. learn about the review process for a CAP and how it is used as a continuous improvement tool

# CAP as a Continuous Improvement Tool



# What does the CAP include?

- Comprised of 34 research-based indicators that reflect best practices & fall under one of five key areas of effectiveness.
- Effective schools perform well in each of these five key areas, which closely align to the seven turnaround principles identified by the United States Education Dept.
- The five areas include:
  1. Technical and Adaptive Leadership
  2. Educator Effectiveness
  3. Teaching and Learning
  4. School and District Climate and Culture
  5. Family and Community Involvement

# What is the CAP process?

1. Identify & create a school improvement team (BLT)
2. Conduct a needs assessment. For each of the 34 indicators:
  - a. Document the degree to which an indicator is currently being implemented at the school & describe the current level of implementation with evidence/data.
  - b. Identify how important this particular indicator is to the school (priority score)
  - c. Identify how difficult the indicator will be to implement (opportunity score)

# What is the CAP process?

3. Focus the school needs to THREE priorities by looking at the priority & opportunity score & school-wide data

4. Develop a **C**omprehensive **A**chievement **P**lan (CAP) that:

- Describes what each objective will look like when it is fully developed
- Creates a series of tasks, for each objective, that will lead to full implementation
- Assigns a team member to manage & monitor the work toward each objective
- Assigns a target date when each objective will be complete or become routine.

# What is the CAP process?

## 5. Monitor and evaluate the plan.

- Feedback provided by district, BLT, Site Council
- Consistently monitored at least 2-3 times, annually
- Updates should reflect progress toward task completion, including adjustments/additions of individual tasks, timelines, responsibilities, etc.

# What are our Three 2016-17 CAP Priorities?

1. **DSC1.1** The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations
2. **EE2.2** All teachers will use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.
3. **FC3.2** School staff will create and maintain connections between the school community and the broader community to support student learning.



# Priority 1: District School Climate & Culture (DSC1.1)

- **Indicator:** **DSC1.1** The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations
- **Current level of development:** People describe our school as a welcoming school. We have had no expulsions. Students report feeling safe at school. Staff would like to have greater consistency around school rules and expectations. We have requested to have support from a PBIS TOSA.

- **How it will look when fully met:** This objective is one of our top priorities that focuses on the implementation of universal supports of PBIS. By June, 2017 100% of teachers will use school wide agreed upon strategies and instruction that result in students managing their behaviors successfully. Measures of success will be the Schoolwide PBIS Tiered Fidelity Inventory and the SWIFT schools Fidelity of Implementation Tool (FIT). All teachers will use positive, proactive strategies that support all kids. We will also implement a school wide "paws" drawing weekly to tie in our positive behavior classroom systems. Our current level of development from our SWIFT Fidelity of Implementation Tool and conversations with our PBIS team and their use of the Tiered Fidelity Inventory identify inclusive behavior instruction as a key area of focus for the year.

## Priority 2: Educator Effectiveness: Core Program and supports

- **Indicator:** EE2.2 - All teachers will use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.
- **Current level of development:** Teachers are using core curriculum and are becoming fairly knowledgeable around the common core standards. We are still working on differentiating instruction, addressing individual student needs including those identified as special ed, TAG, or ELL. The quantity and the quality of our instructional time needs to align with current evidence-based practices that are designed to meet the needs of 21st century learners.

- When this objective is fully met, grade level teams will meet weekly to focus on high quality instruction delivered at a variety of levels to support all learners in the classroom. This weekly meeting will yield written agendas that describe standards based lessons, student groupings, specific activities to target under-performing students and culturally responsive teaching methods and materials. Our master schedule is designed to create common instructional time in Literacy and Math within grade levels, and when fully implemented, 100% of grade level teams will have aligned their schedules to insure the widest range of groupings possible. Additionally, we will utilize our Reading Specialist and Instructional Specialist to guide this work across grade bands.

## Priority 3: Family/Community Involvement (FC3.2)

- **Indicator:** FC3.2 -School staff will create and maintain connections between the school community and the broader community to support student learning.
- **Current level of development:** School staff uses a variety of communication tools, however, these are not being translated into the languages that are represented at our school.
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- **How it will look when fully met:** When this objective is fully met we will see our community program participation equal or exceed the racial/ethnic diversity of our student population. At the start of 2016-17 our school is made up of 24% Asian students, 10% Black/African American, 8% Hispanic, 5% Native American, 2% Pacific Islander. Leveraging our partnership with Portland Parks and our SUN program, along with APANO and the Department of Dual language we will actively engage with our families of color to gain a more complete understanding of how our community experiences RWH. By the final SUN Term our participation percentages will exceed our enrollment percentages of underserved students. Additionally, we will measure participation at our Lunar New Year celebration (January 2017) and again at our end of the year activity (To Be Determined) to ensure this goal is met.

**Questions?**

# Assessment

*Did we...*

1. learn about the elements included in the CAP?
2. learn about the process of creating the Comprehensive Achievement Plan (CAP) for school improvement?
3. examine the 3 priorities in the CAP for 2016-17?
4. provide input for how site council might support our three priorities
5. learn about the review process for a CAP and how it is used as a continuous improvement tool