

**ESTACADA  
SCHOOL DISTRICT**

# River Mill Elementary

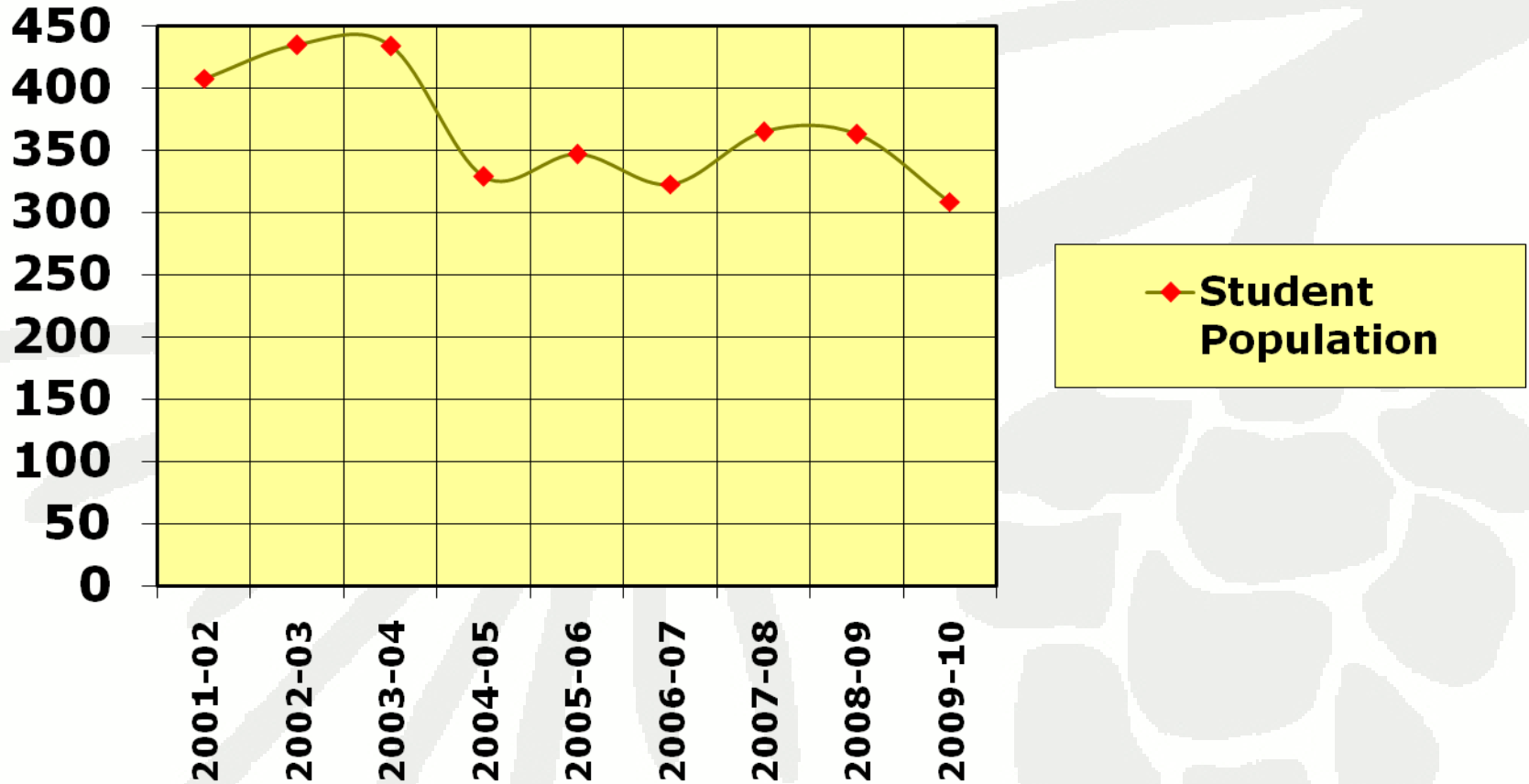
Seth Johnson, Principal

## School Improvement Plan Executive Summary

Estacada School District Board of Directors Report  
November 18, 2009

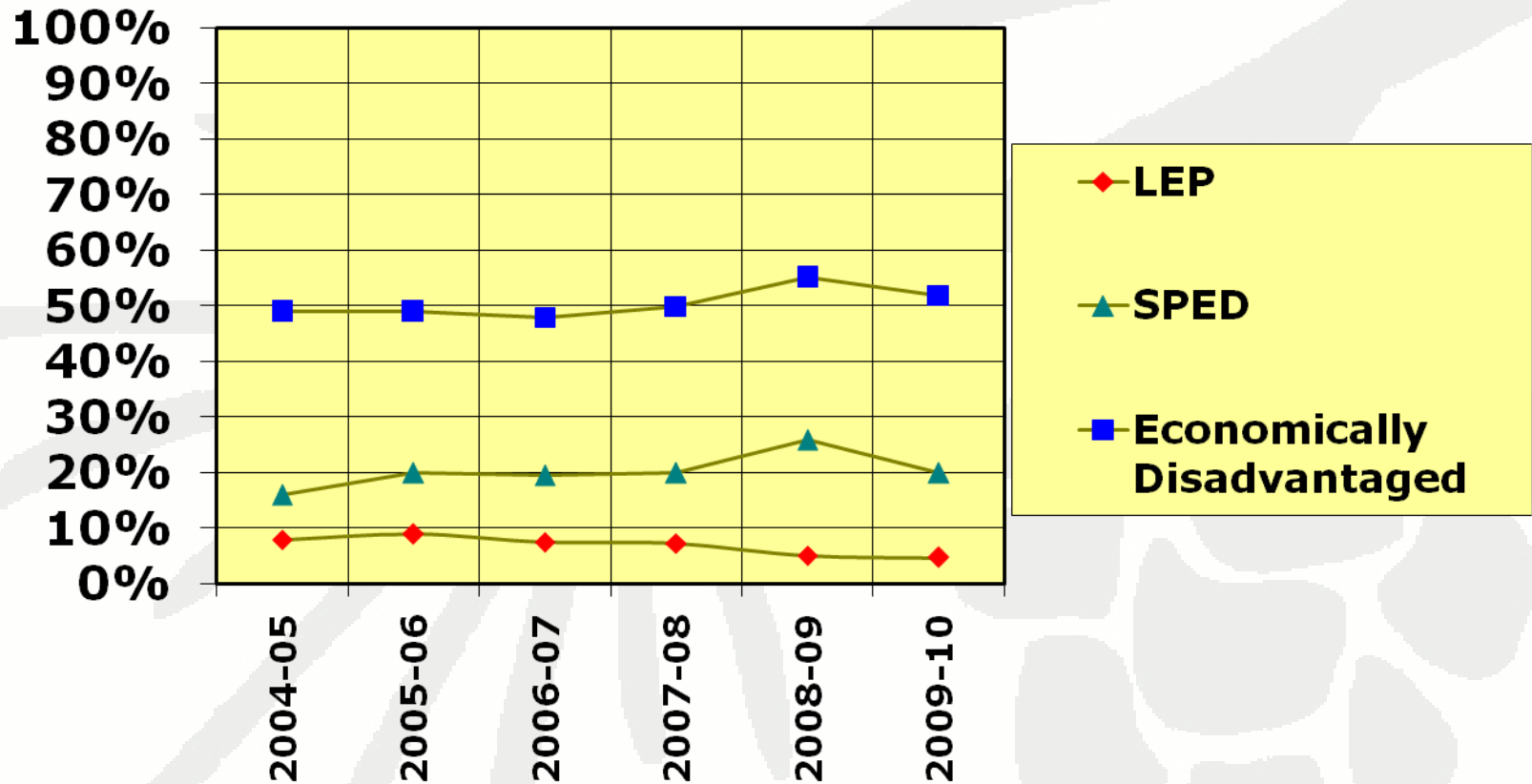
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# Demographics



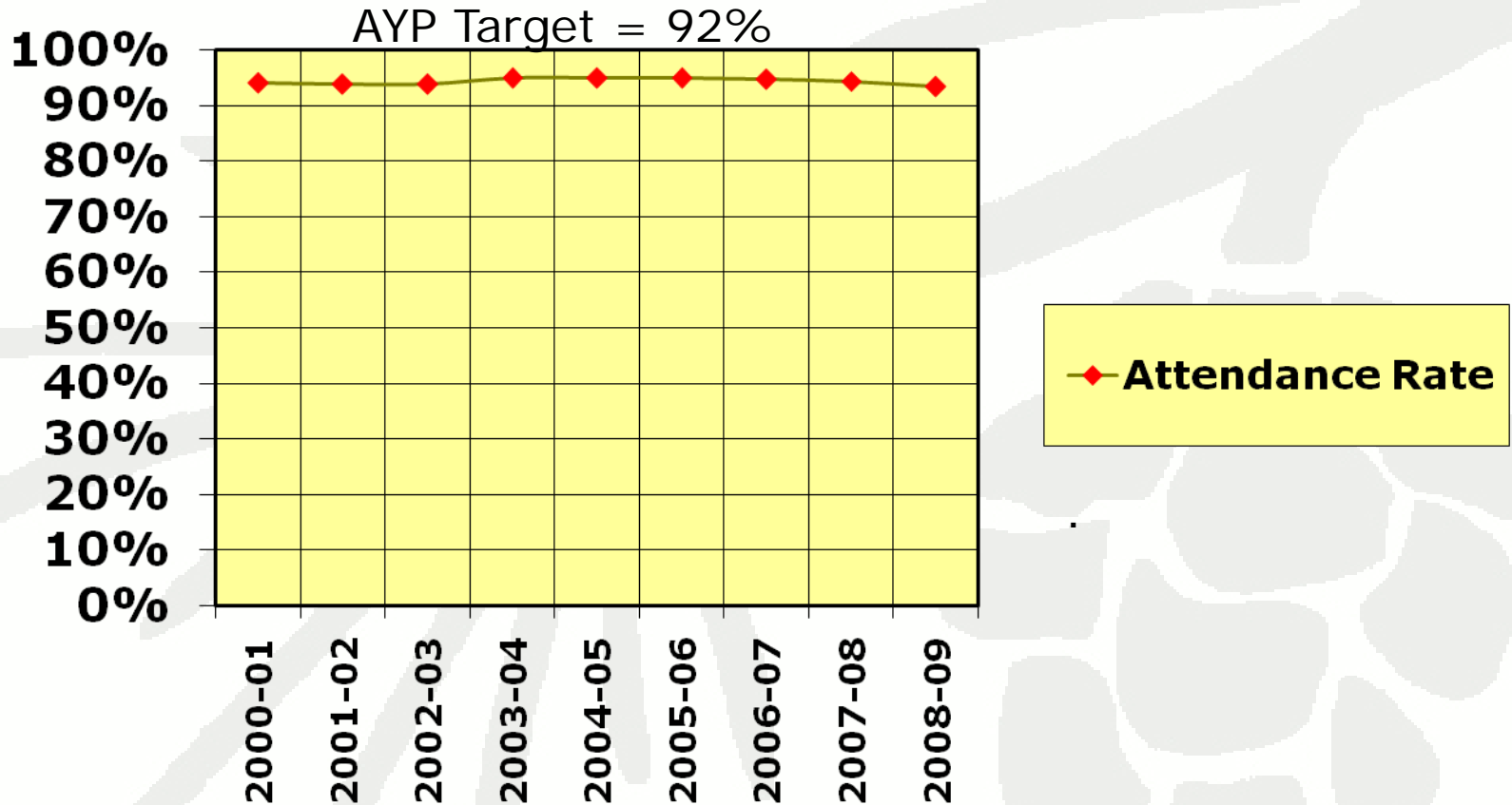
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# Demographics



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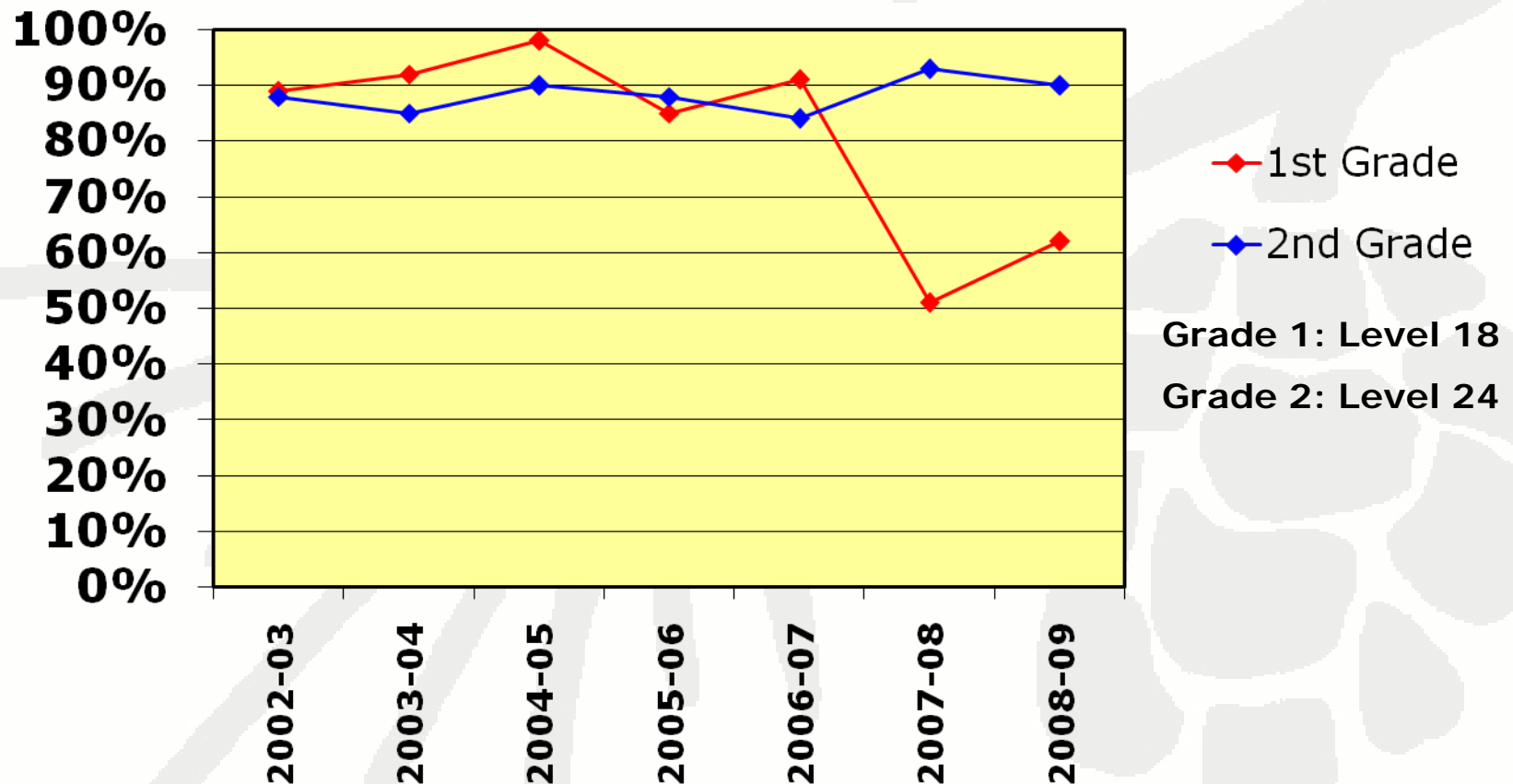
# Student Attendance



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# Reading 1<sup>st</sup> and 2<sup>nd</sup> Grade

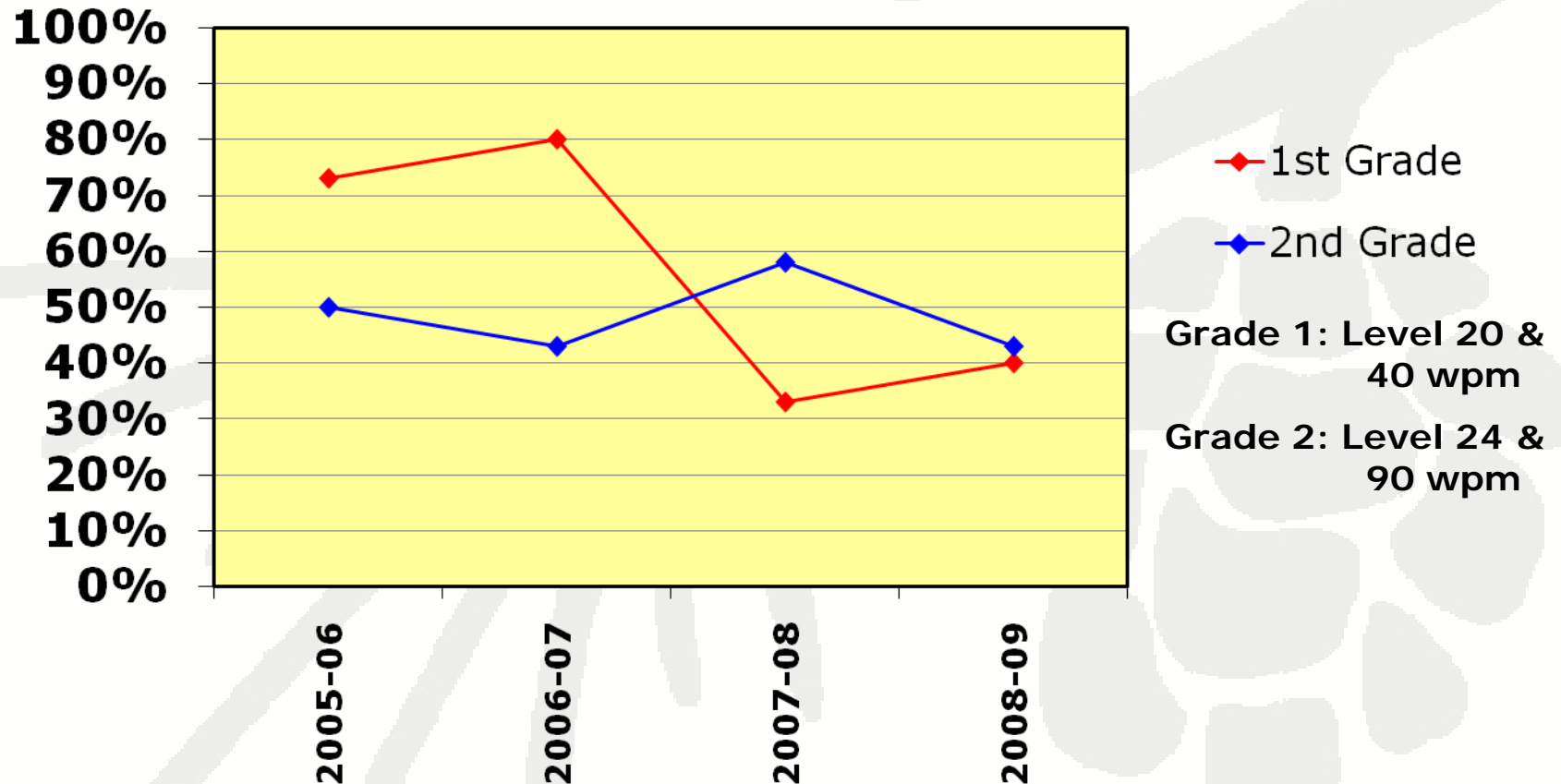
Levels Testing (Decoding)



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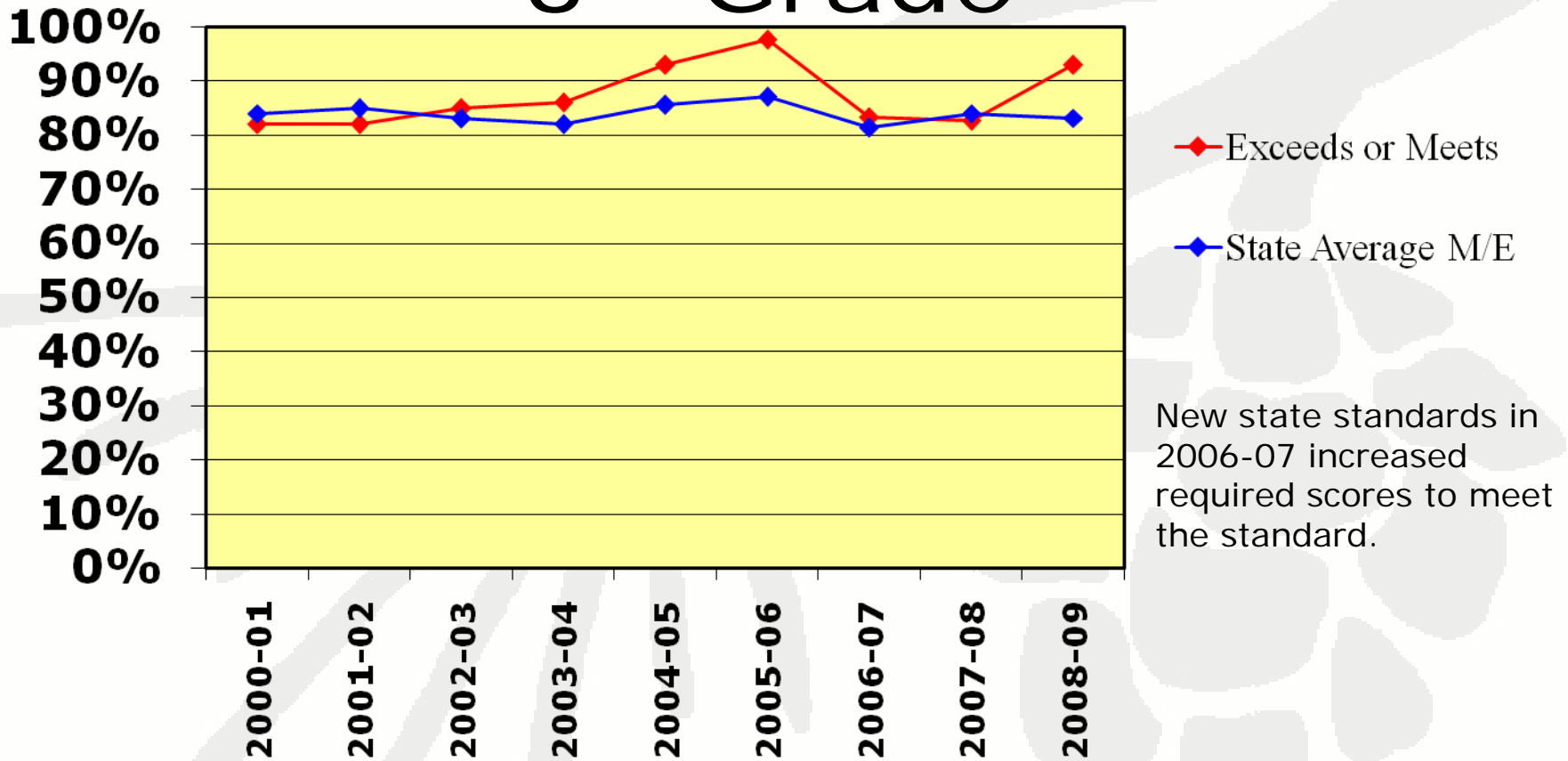
# Reading 1<sup>st</sup> and 2<sup>nd</sup> Grade

(Levels Testing & Fluency)

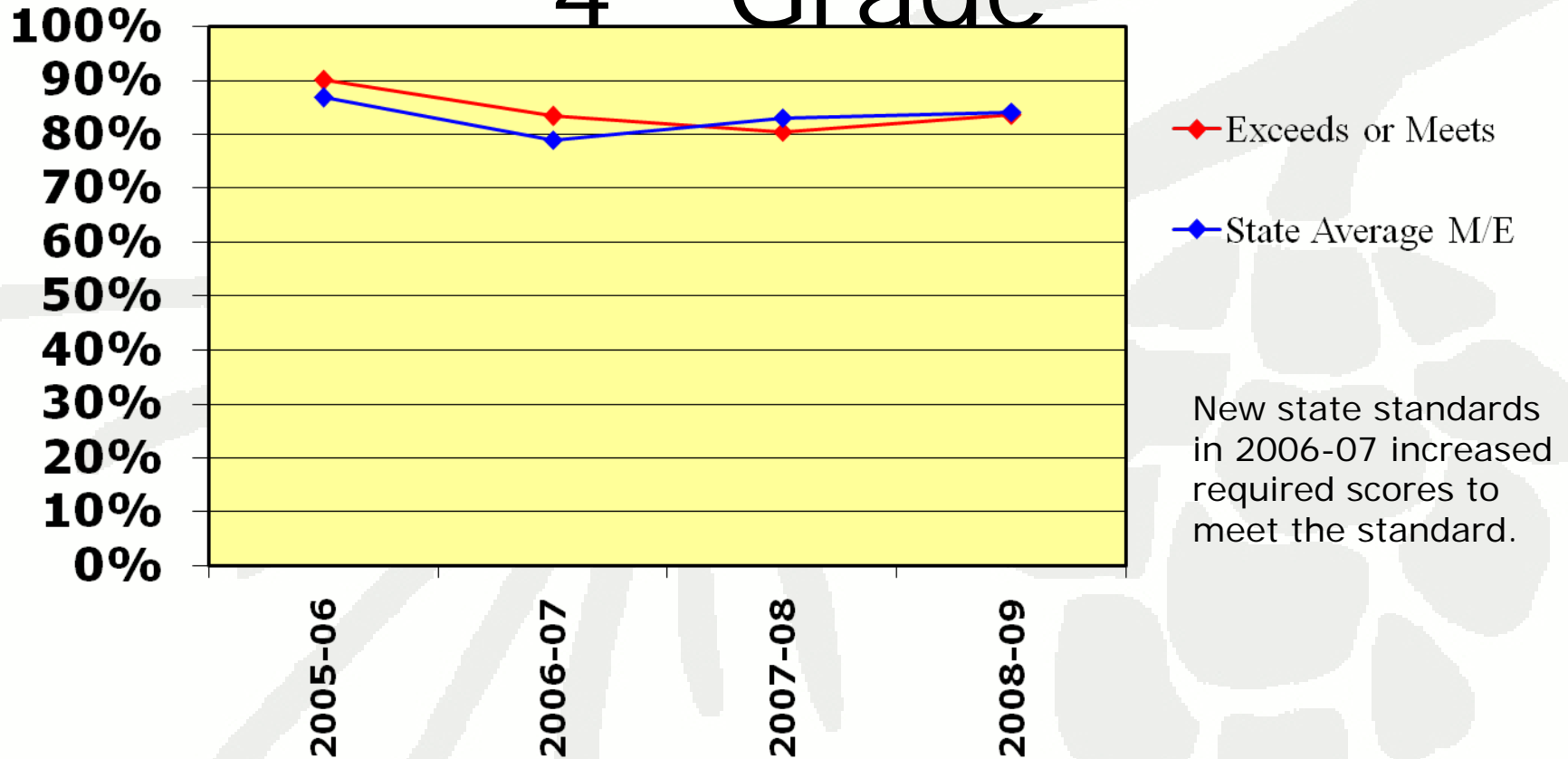


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# Reading and Literature 3<sup>rd</sup> Grade

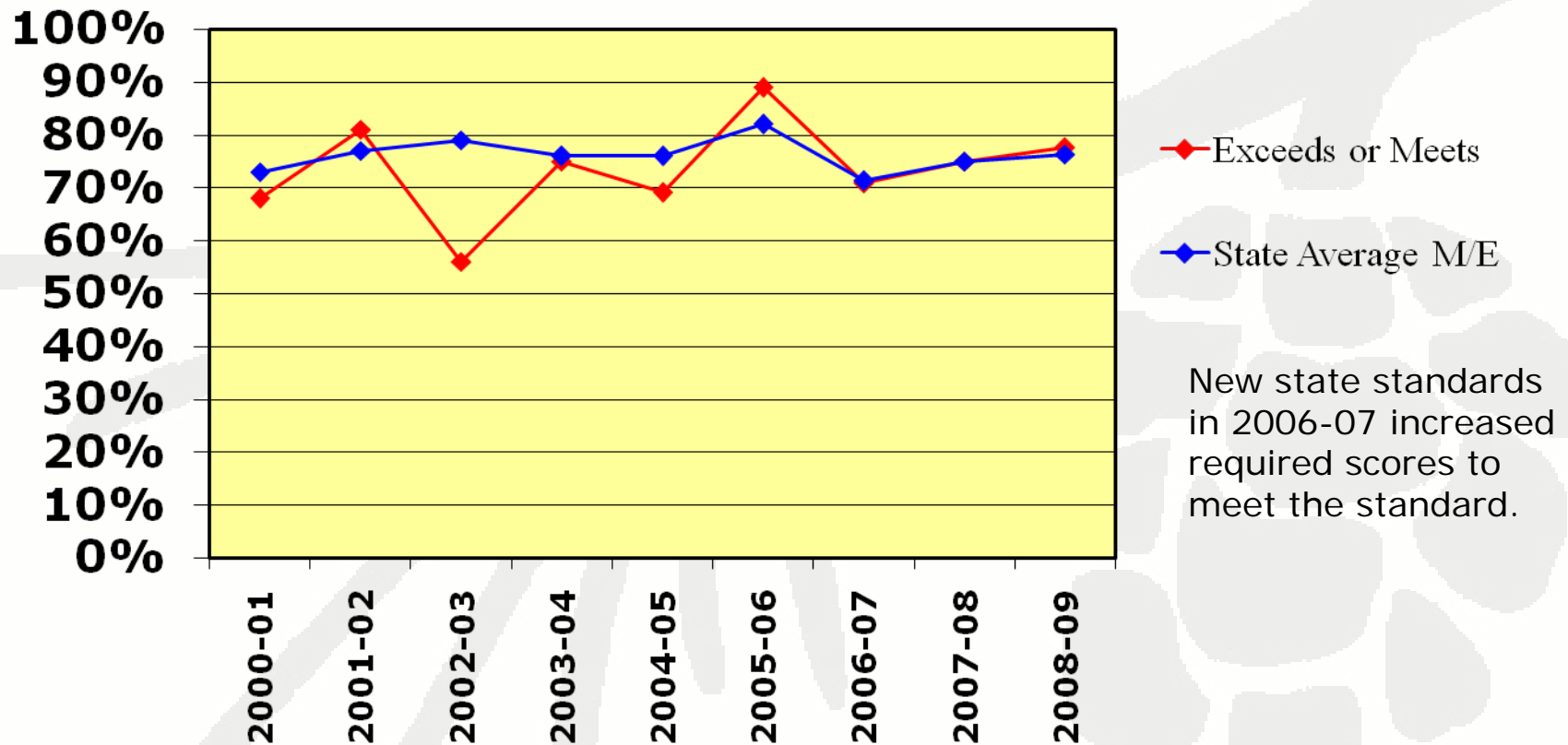


# Reading and Literature 4<sup>th</sup> Grade



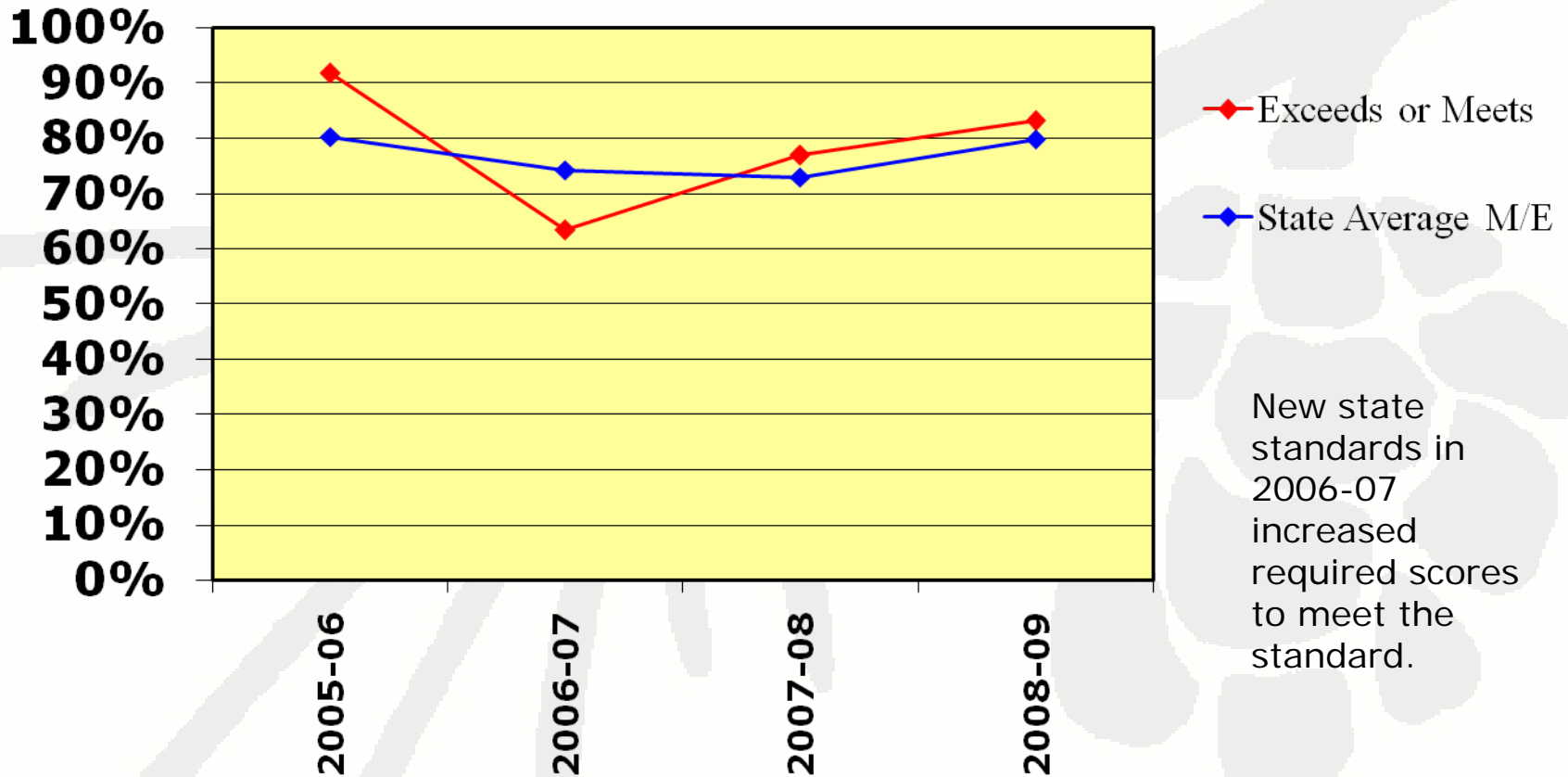
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# Reading and Literature 5<sup>th</sup> Grade



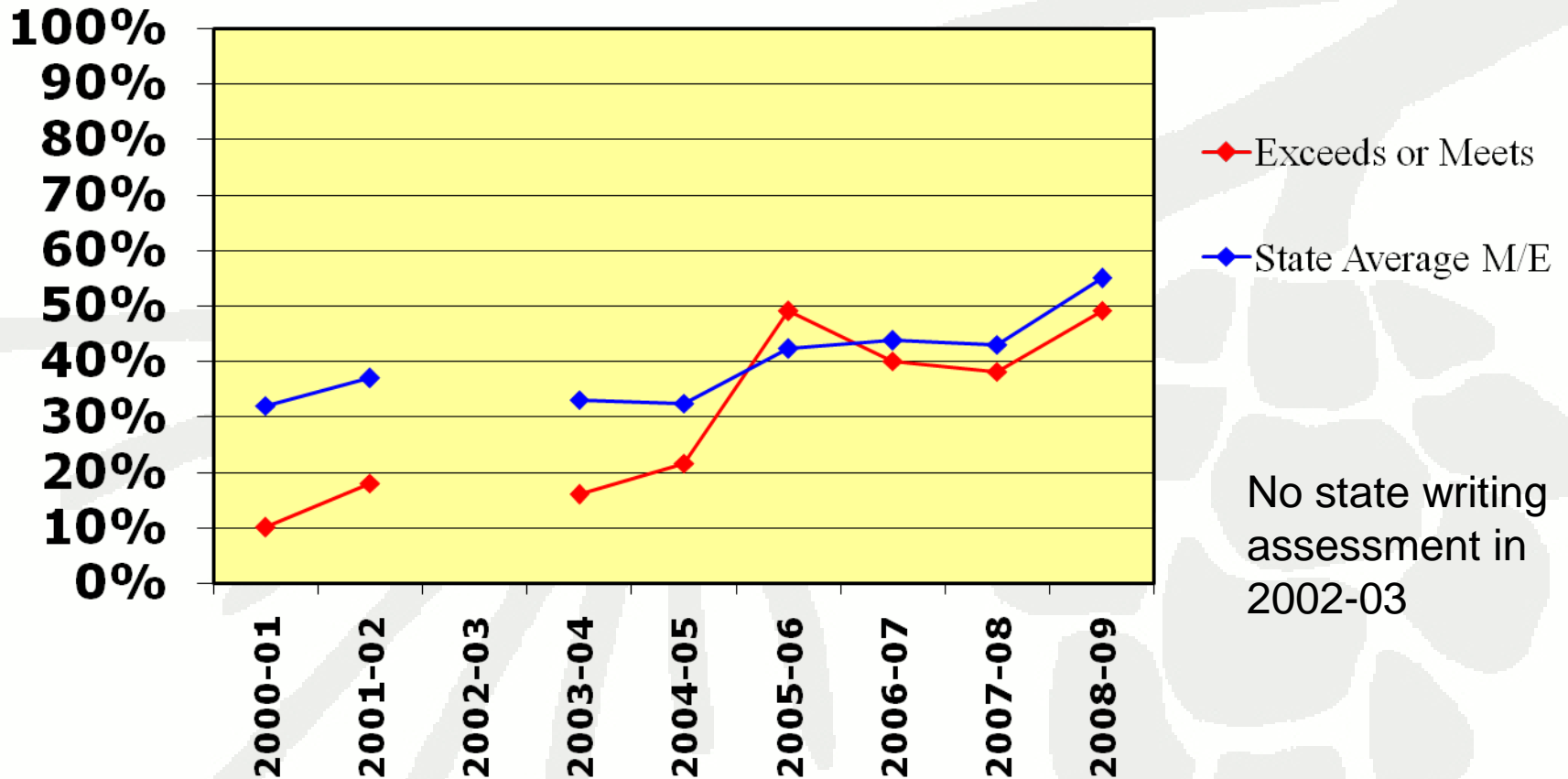
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# Reading and Literature 6<sup>th</sup> Grade



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# Writing 4<sup>th</sup> Grade



No state writing  
assessment in  
2002-03

# Continuous Improvement Interventions/Strategies-Reading

**GOAL:** By June 2010, at least 85% of River Mill students will Meet or Exceed the state reading and literature standard as measured by OAKS.

## **STRATEGIES:**

1. Continue Harcourt reading program, which includes a strong emphasis on fluency.
2. Assess for fluency each trimester. Ongoing assessment and monitoring on a regular basis for students with fluency rates below grade-level standards.
3. Implementation of peer and parent tutors.

## Reading Strategies, Cont.

4. In the process of making the switch from a “Targeted Assist” Title I Program to a “School Wide” Model.
5. Continue to use PLCs. Working horizontally and vertically to improve overall instruction. Emphasis on assessment FOR learning.
6. Utilize Pyramid of Interventions with a focus on providing additional assistance to students struggle with reading.
7. Mt. Hood Reading Council Fluency Workshop for Title I teacher and other primary staff.

# Continuous Improvement Interventions/Strategies-Writing

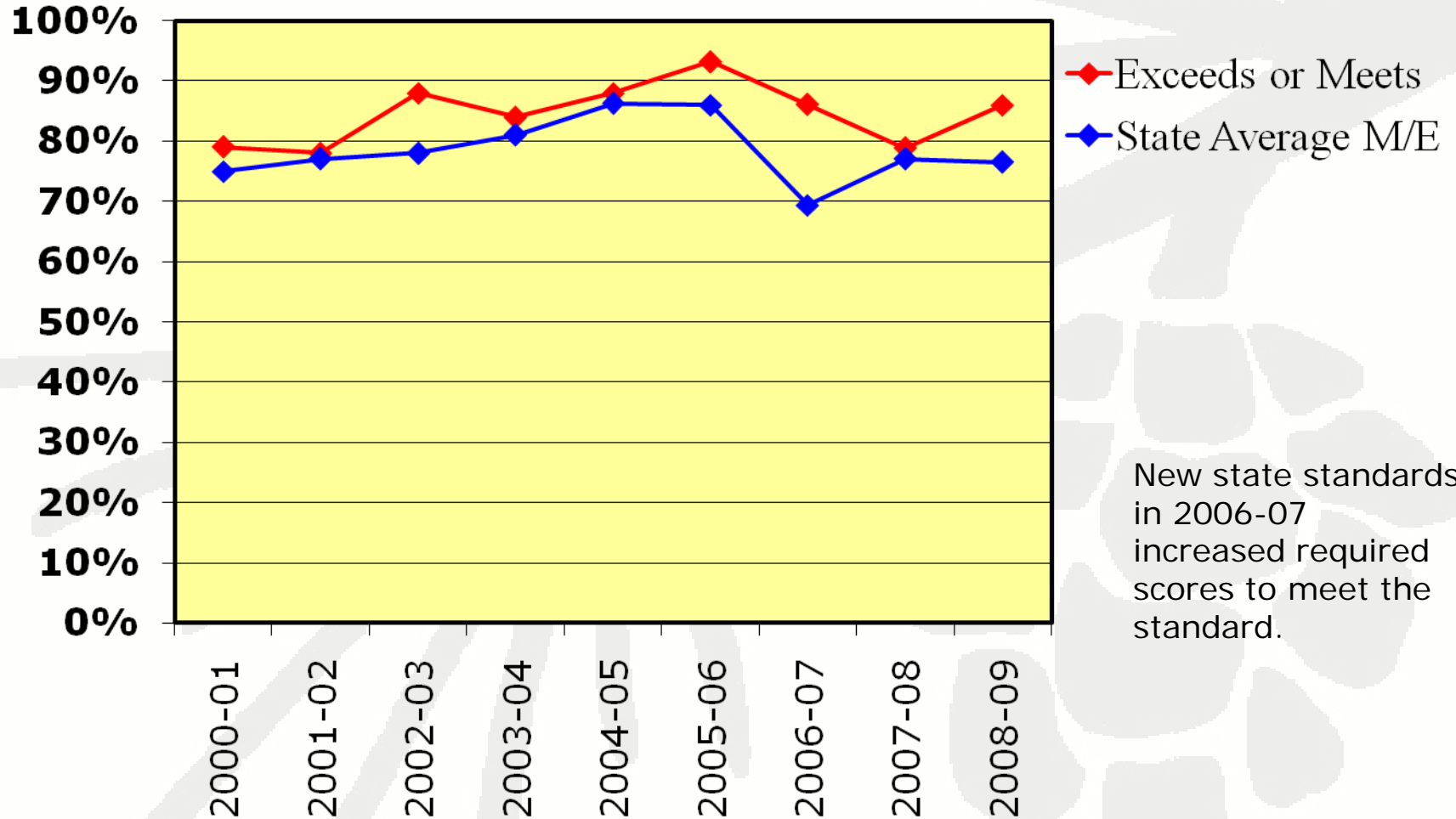
**GOAL:** By June 2010, at least 55% of River Mill students will Meet or Exceed the state writing standards as measured by the state writing assessment.

## **STRATEGIES:**

1. Attend county-wide writing scoring training. (Rotating training for staff.)
2. Provide multiple writing centered professional development activities.
3. Continue to implement adopted writing programs with emphasized focus on writing traits and four square writing.
4. Monthly writing samples with "on-demand" writing samples each trimester.

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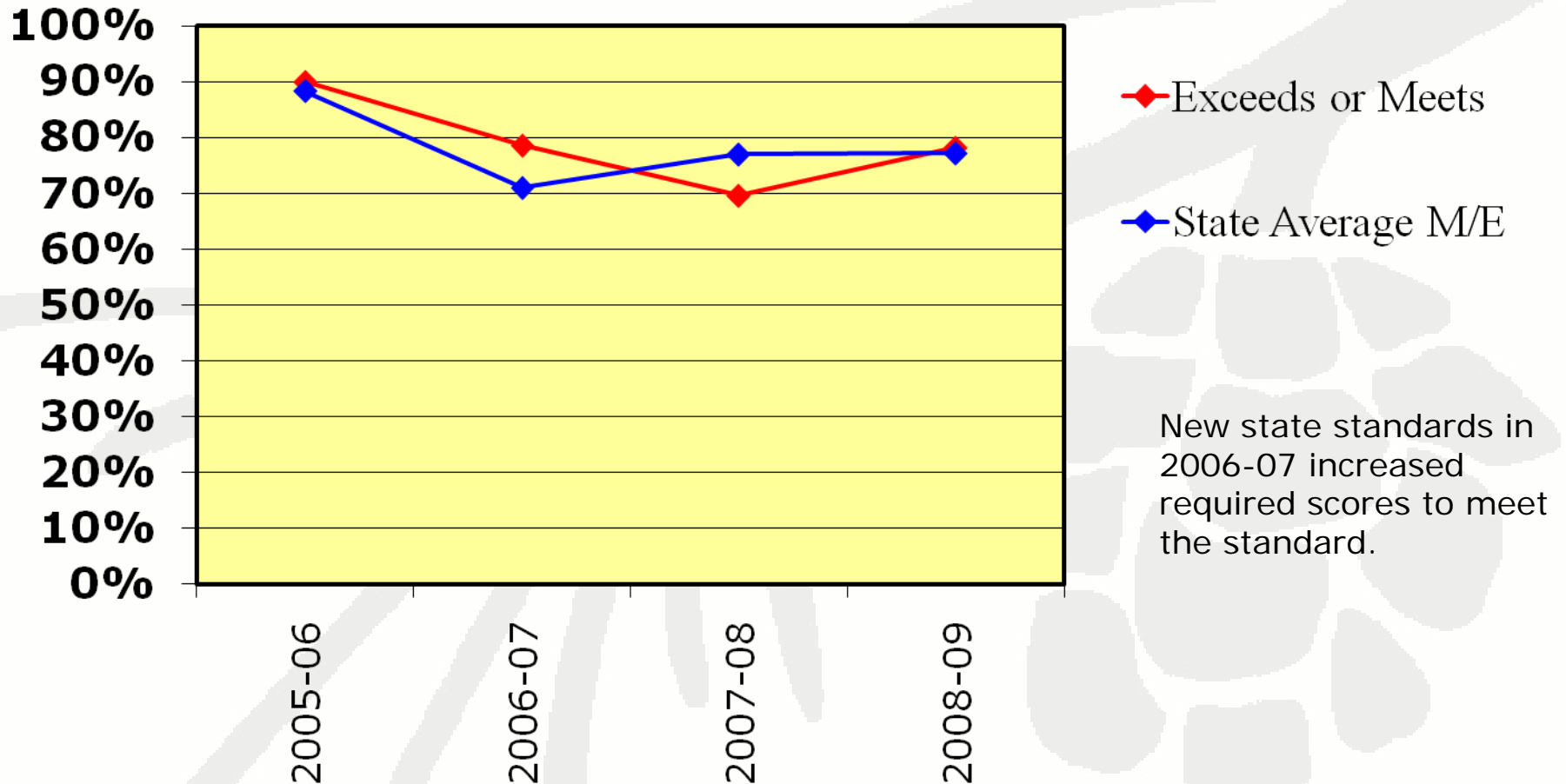
# Math 3<sup>rd</sup> Grade



New state standards  
in 2006-07  
increased required  
scores to meet the  
standard.

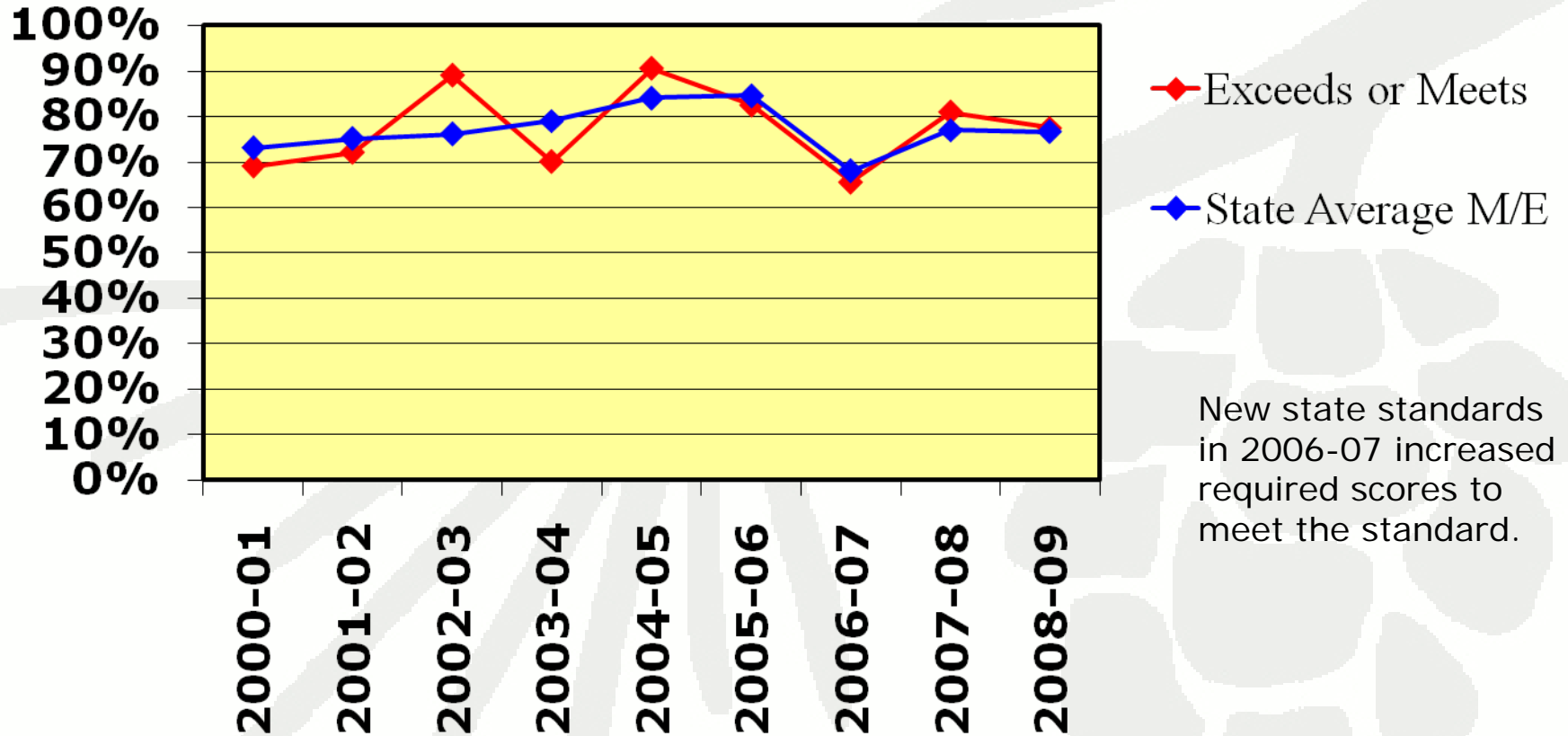
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# Math 4<sup>th</sup> Grade



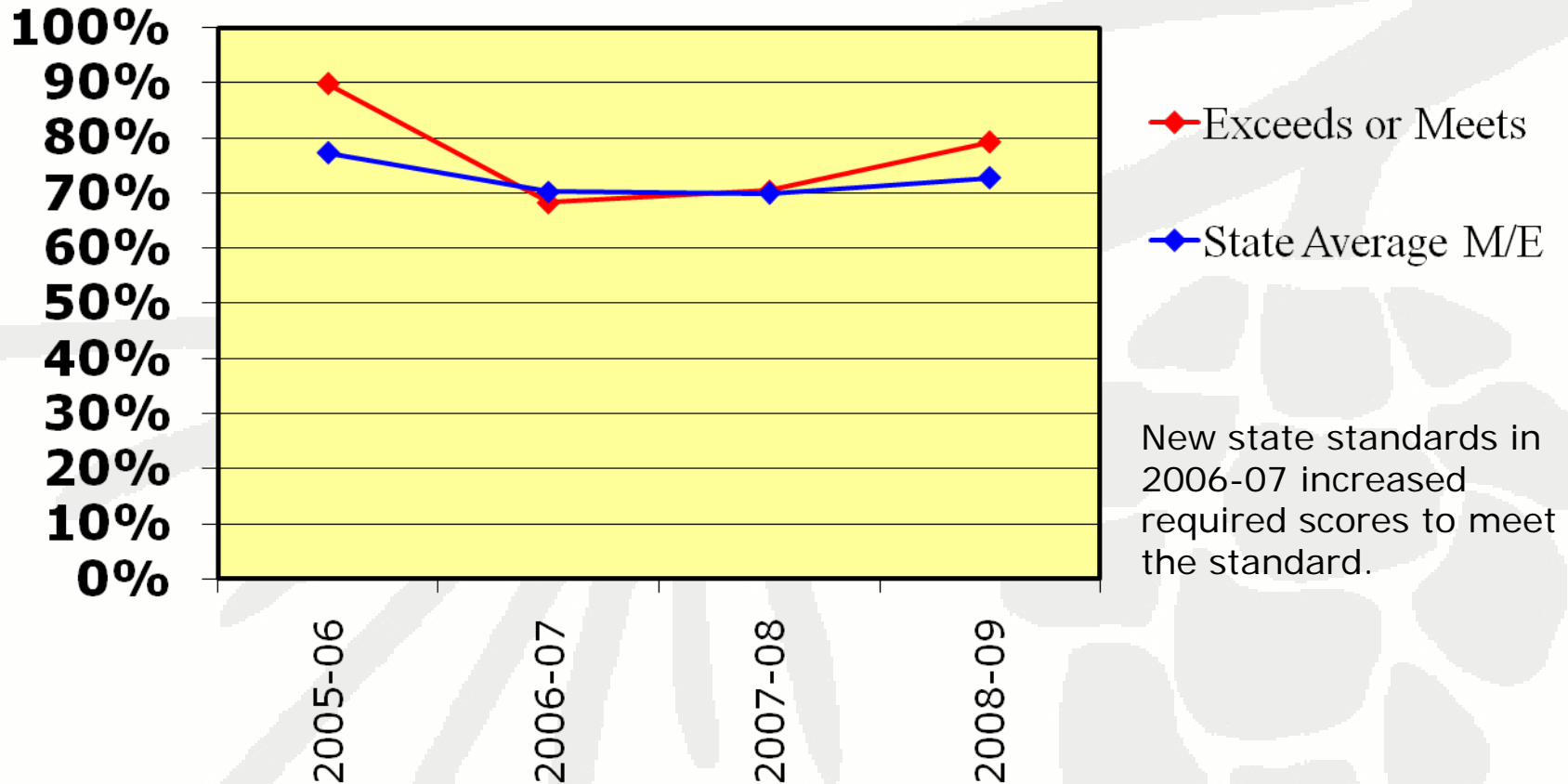
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# Math 5<sup>th</sup> Grade



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# Math 6<sup>th</sup> Grade



# Continuous Improvement Interventions/Strategies-Math

**GOAL:** By June 2010, at least 85% of River Mill students will Meet or Exceed the state math standard as measured by OAKS.

**STRATEGIES:**

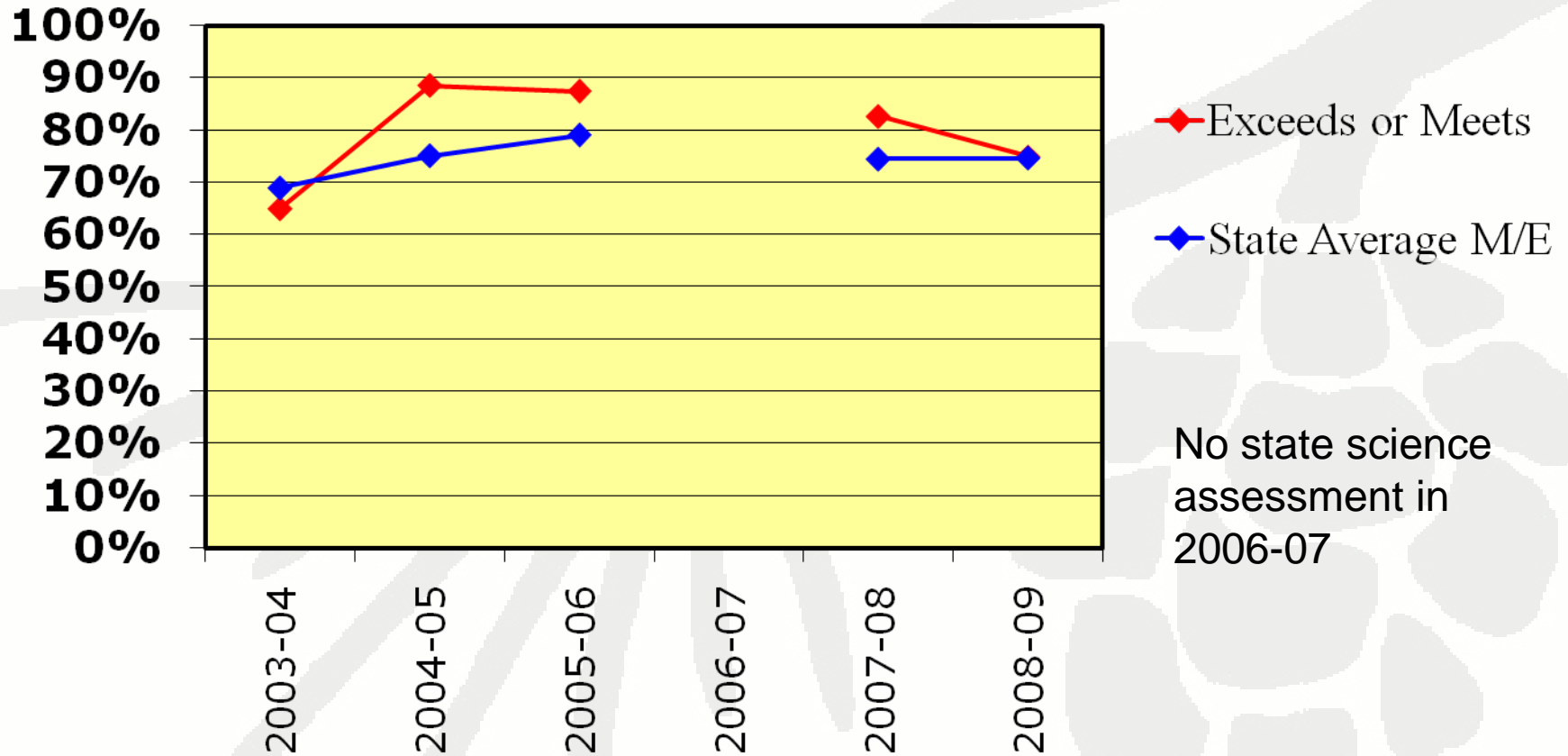
1. Implement new math curriculum. Continue to collect and analyze data.
2. Use Pyramid of Intervention strategies that focus on providing additional assistance to students struggling in math.
3. Monitor/assess math facts each trimester for students on grade level and on an ongoing basis for students with math fact rates below grade-level standards.

## Math Strategies, Cont.

4. Align math instruction to allow for ability grouping.
5. Continue implementation of Number Corner math supplementary program in grades K-5 to increase numeracy skills.

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# Science 5<sup>th</sup> Grade



# Continuous Improvement Interventions/Strategies-Science

**GOAL:** Increase the percentage of 5<sup>th</sup> grade students who meet/exceed the state benchmark by eight percent.

**STRATEGIES:**

1. Continue the Science Fair at all grade levels and Outdoor School for 6<sup>th</sup> graders to maintain high level of interest in science.
2. Increase the use of science lab for all students.
3. Explore ways to increase club participation in science through extra-curricular activities.
4. Incorporate School Garden into Science Curriculum.

# River Mill Highlights!

- ❖ All subgroups met AYP.
- ❖ Entering second year of Positive Behavior Support. Fewer discipline problems = fewer distractions to learning environment.
- ❖ PLC work is targeting needs horizontally and vertically.
- ❖ Making progress toward all-staff trained in GLAD (Guided Language Acquisition Design).
- ❖ Staff continues to utilize and develop our Pyramid of Interventions.