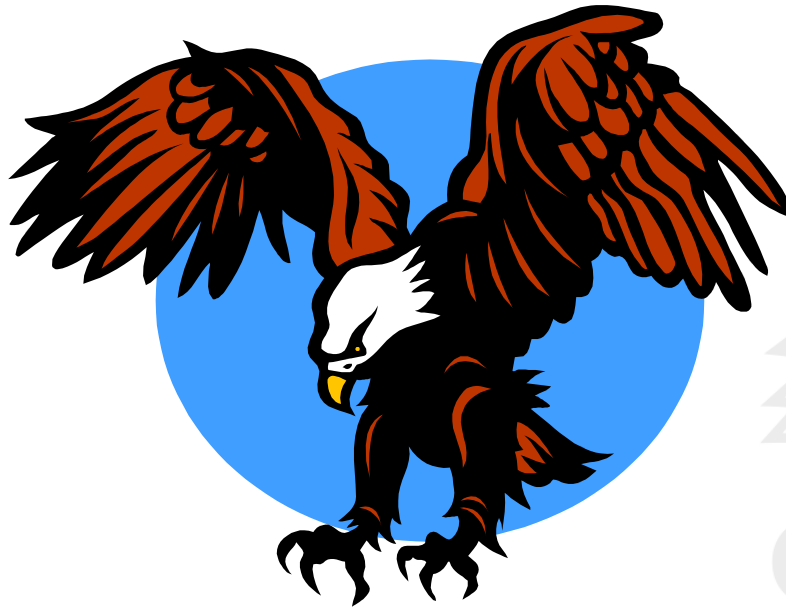




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DLR SIP Review 2015-2016





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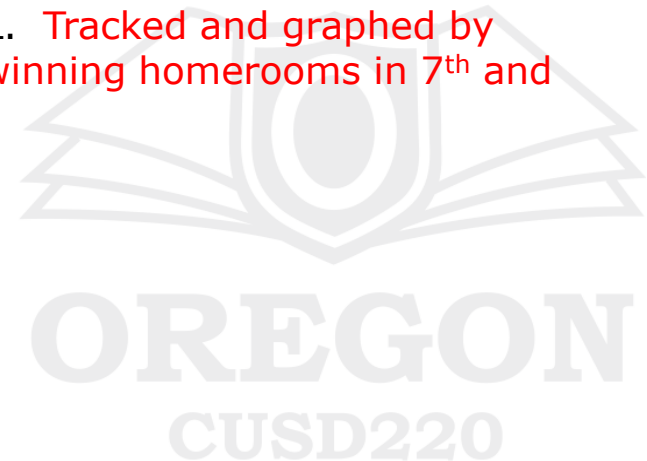
SIP Goal 1: At each grade level 5% more students will achieve their MAP growth target*in the areas of reading and math and close the free/reduced vs. paid lunch status achievement gap in math and reading by 2.5%. *(as compared to trend data indicating what would normally be expected)

- Measure for this goal is dependent on 2016 final MAP scores.
- Action step brief:
 - ❖ Introduction of growth mindset with staff. Original date in August moved to later in fall. Aaron Sitze provided the in-service but cautioned us about directly teaching the information to students. He suggested modeling and talking to students about the concepts instead.
 - ❖ Introduction of growth mindset with students. Through talking and modeling.
 - ❖ Introduce 7 habits of highly effective teens with paired HR (7th paired with 8th). One habit per month studied for one week. Book study completed in homeroom.
 - ❖ Best instructional practices to improve reading and math skills will be discussed, decided upon and implemented through regular data team meetings. Evidence based with reference to Ruby Payne/Jensen. Some practices implemented but difficult with whole grade level team. 2016-17 data teams will be smaller with the thought of creating narrower focuses.



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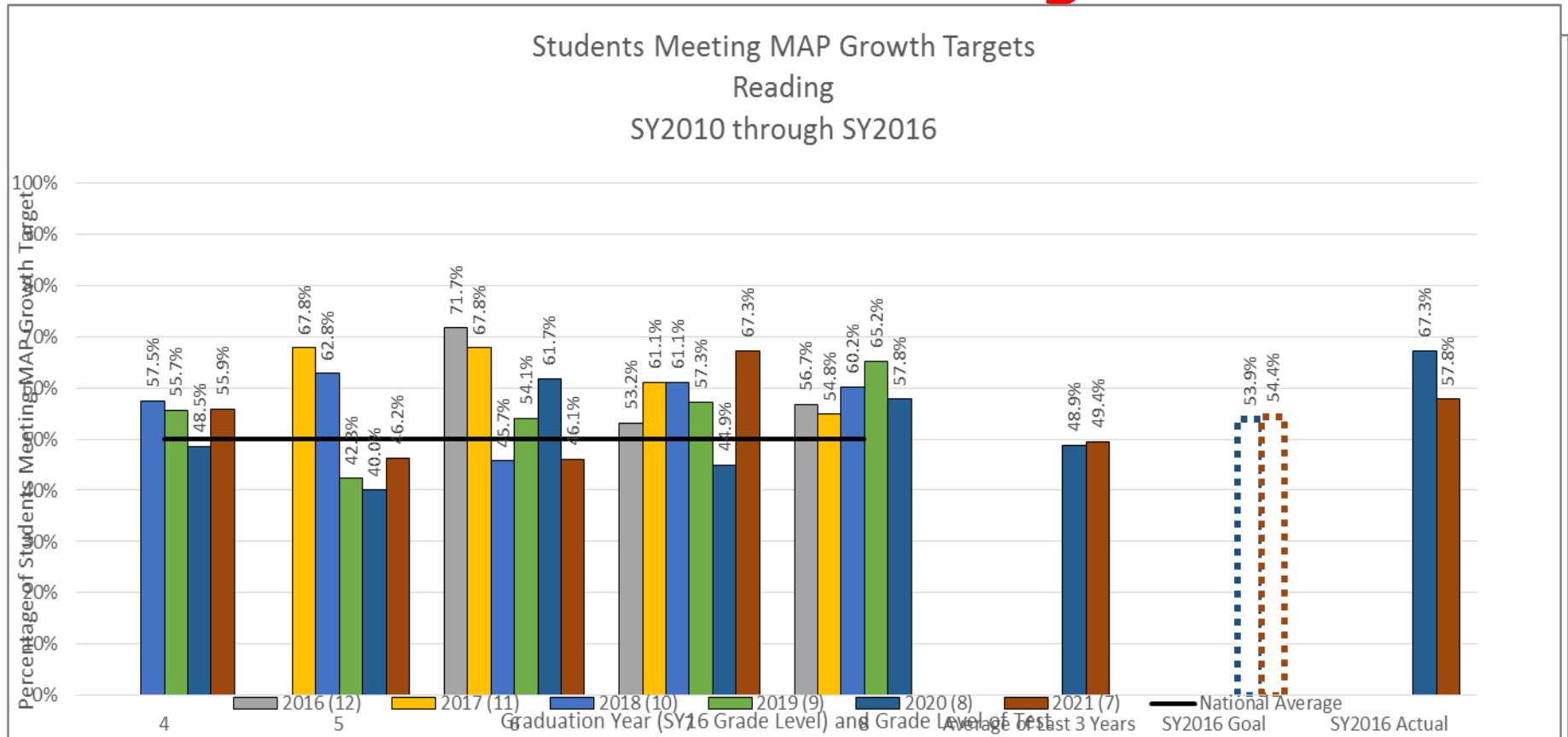
- ❖ Data notebook kept by each student to track no less than aims web & Map testing, data team identified standard artifacts and future story. **Did not happen per overbooking of activities during homeroom.**
- ❖ Get comparative MAP data from districts with similar demographics/school visits. **Information was solicited from schools with comparative demographics. Nobody else measures growth like we do, they simply look at attainment. I visited two schools, Byron and Pecatonica, who both have better attainment scores than we do. Both have reading classes in addition to English classes.**
- ❖ Grade level reading data wall competition HR or G.L. **Tracked and graphed by Mr. Gale's first hour students. Donuts went to the winning homerooms in 7th and 8th grades.**





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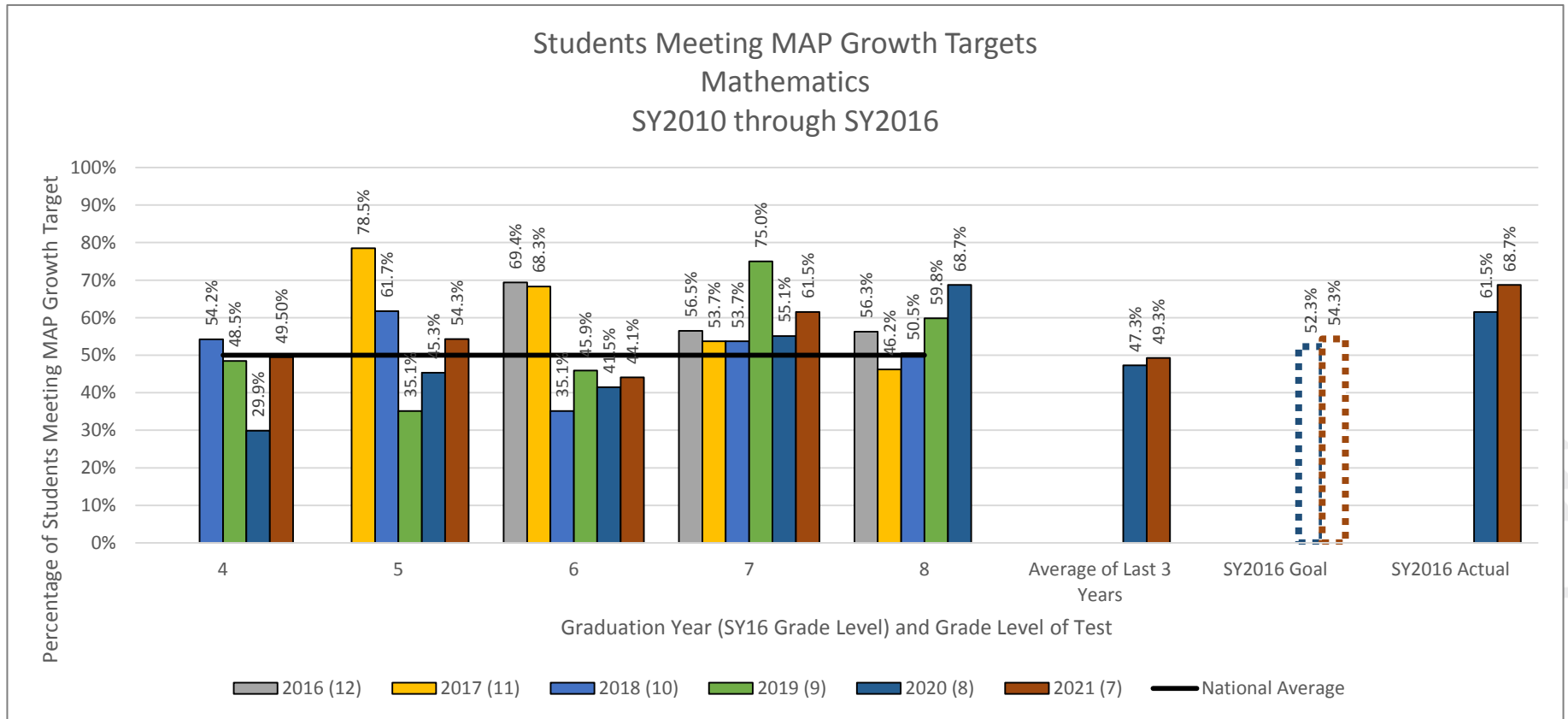
MAP Growth Reading Chart





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MAP Growth Math Chart

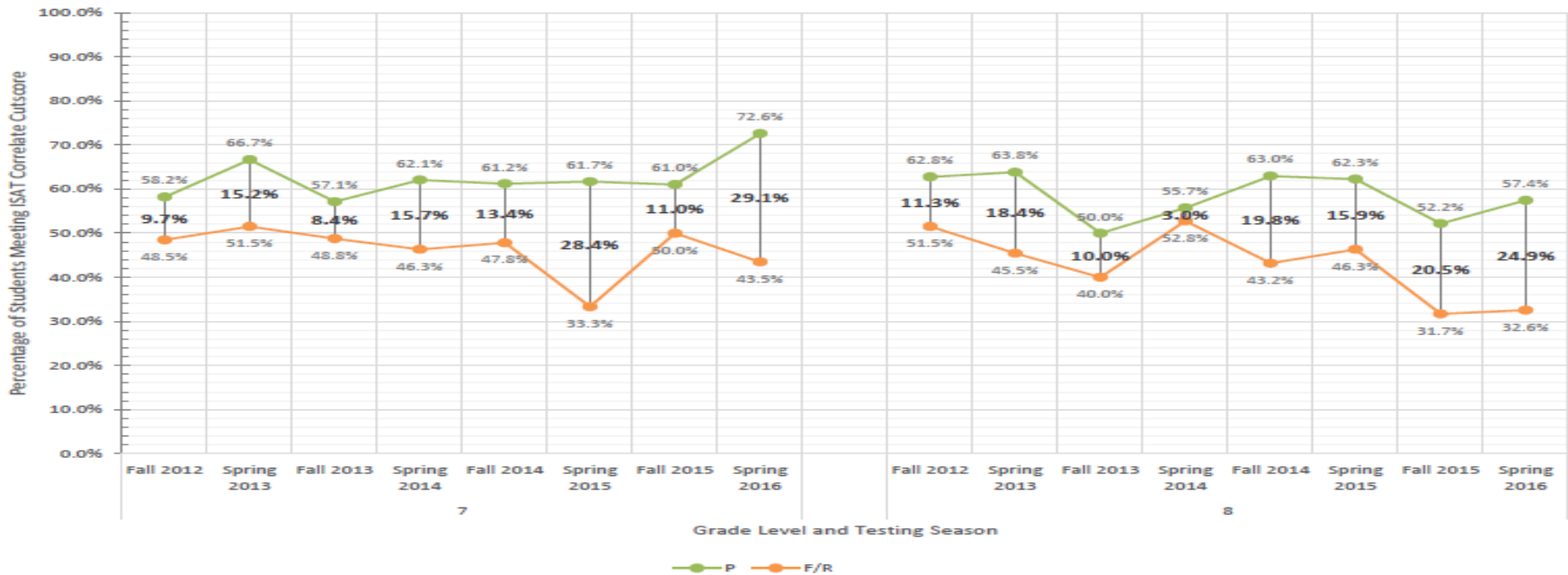




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MAP Attainment (F/R Gap) Reading Chart

DLR MAP Achievement Gap
SY2013 - SY2016
by Lunch Status
Reading

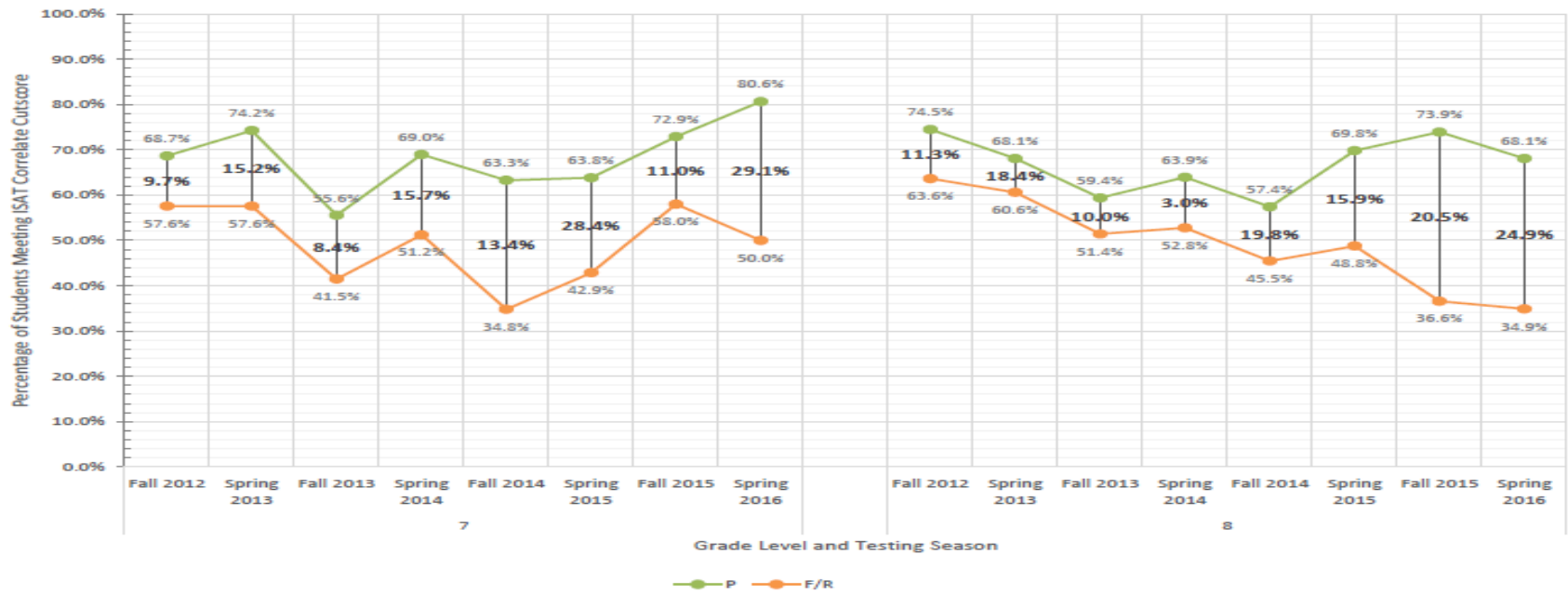




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MAP Attainment (F/R Gap) Math Chart

DLR MAP Achievement Gap
SY2013 - SY2016
by Lunch Status
Mathematics

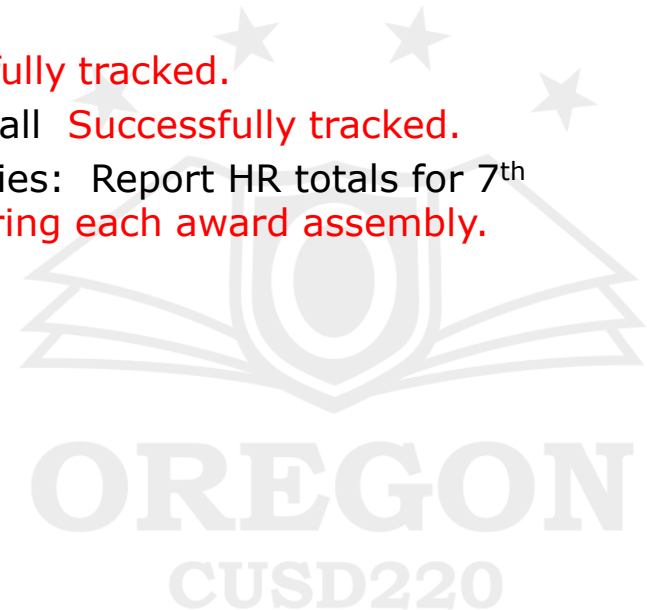




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SIP Goal 2: 100% of DLR students will perform at least 10 hours of community service this year.

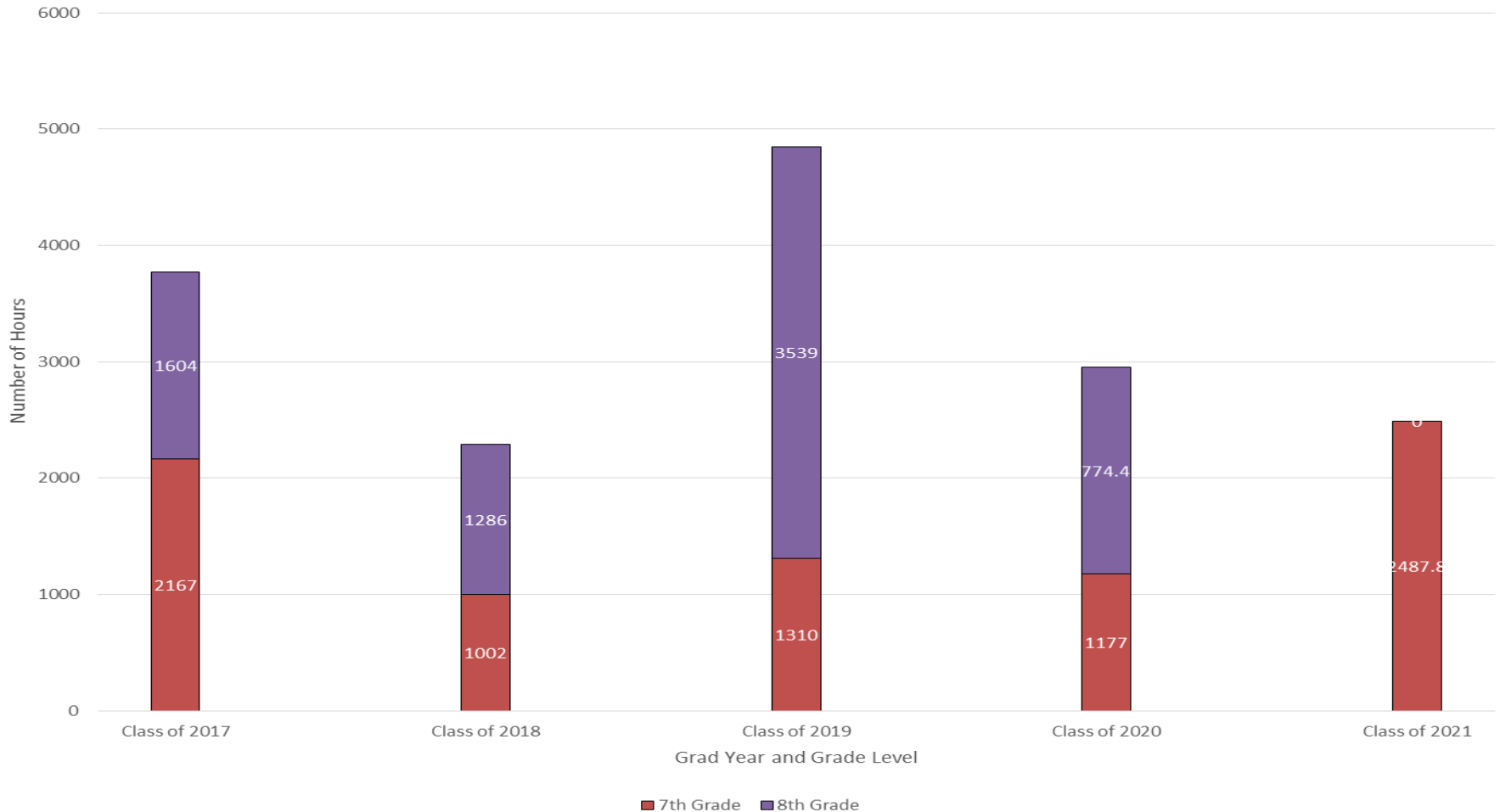
- Successful action steps completed to date:
 - ❖ School wide service day. **Completed with much success, will be annual.**
 - ❖ Pair up 7th and 8th grade HR to complete at least two service projects jointly, one per semester. **Successfully completed.**
 - ❖ Eagle Hours become part of HR data wall. **Successfully tracked.**
 - ❖ Service hour bulletin board as part of school data wall **Successfully tracked.**
 - ❖ Recognize Eagle Hours earned at quarterly assemblies: Report HR totals for 7th & 8th from least to most hours earned. **Updates during each award assembly.**





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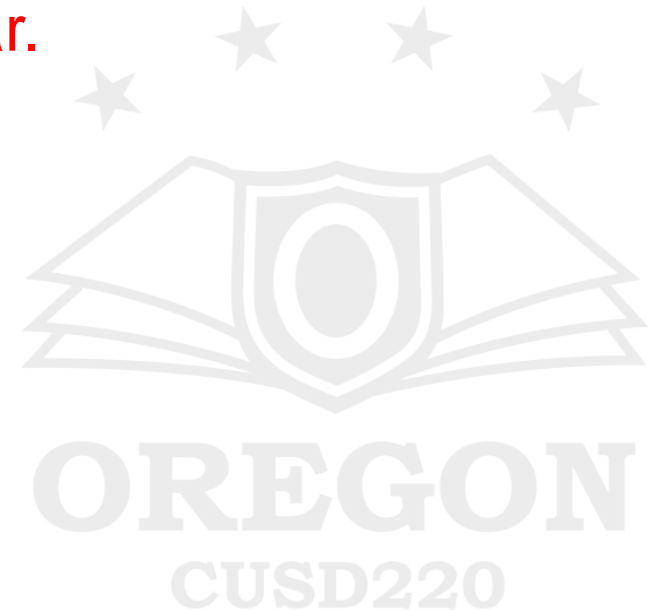
Eagle Hours by Grad Year and Grade Level





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This school year 109/199 students eclipsed the 10 hour mark for community service, 54.77%. 36/109 students meeting are F/R lunch status, 33%. 4,305.75 service hours were completed this school year.

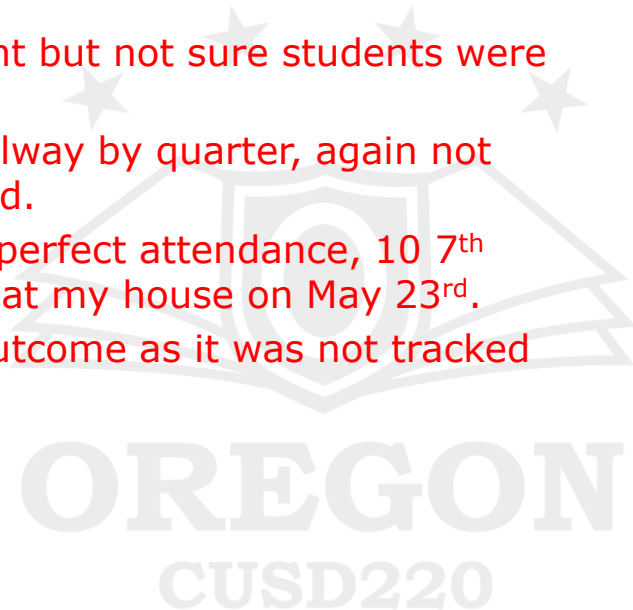




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SIP Goal 3: DLR will increase student connectedness by achieving 80% student participation in DLR sponsored extracurricular activities and 96% attendance.

- Successful action steps completed for attendance:
 - ❖ Homeroom attendance data walls. Were kept current but not sure students were super in tune with them.
 - ❖ External attendance data wall. Kept in first floor hallway by quarter, again not sure how to measure awareness of the data on board.
 - ❖ Yearly perfect attendance competition. We had 13 perfect attendance, 10 7th graders and 3 8th graders, treated to a steak dinner at my house on May 23rd.
 - ❖ HR postcard at 3,5 & 7 absences. Not sure of the outcome as it was not tracked consistently.





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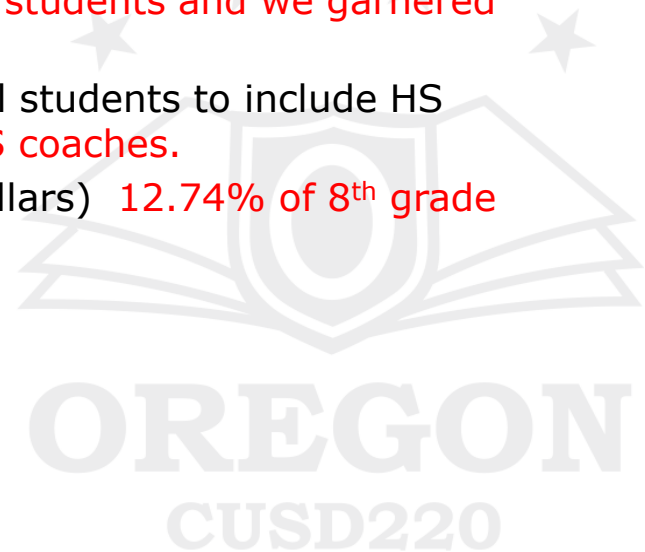
Previously Tracked SIP Data

	# Students	Absences	Tardies	Rate
2009-2010	256	2511	513	93.9
2010-2011	248	2601	158	93.8
2011-2012	243	2146	287	95.4
2012-2013	233	1649	138	95.9
2013-2014	204	1573	113	95.6
2014-2015	190	1553	116	94.5
2015-2016	207	1574	159	95.6



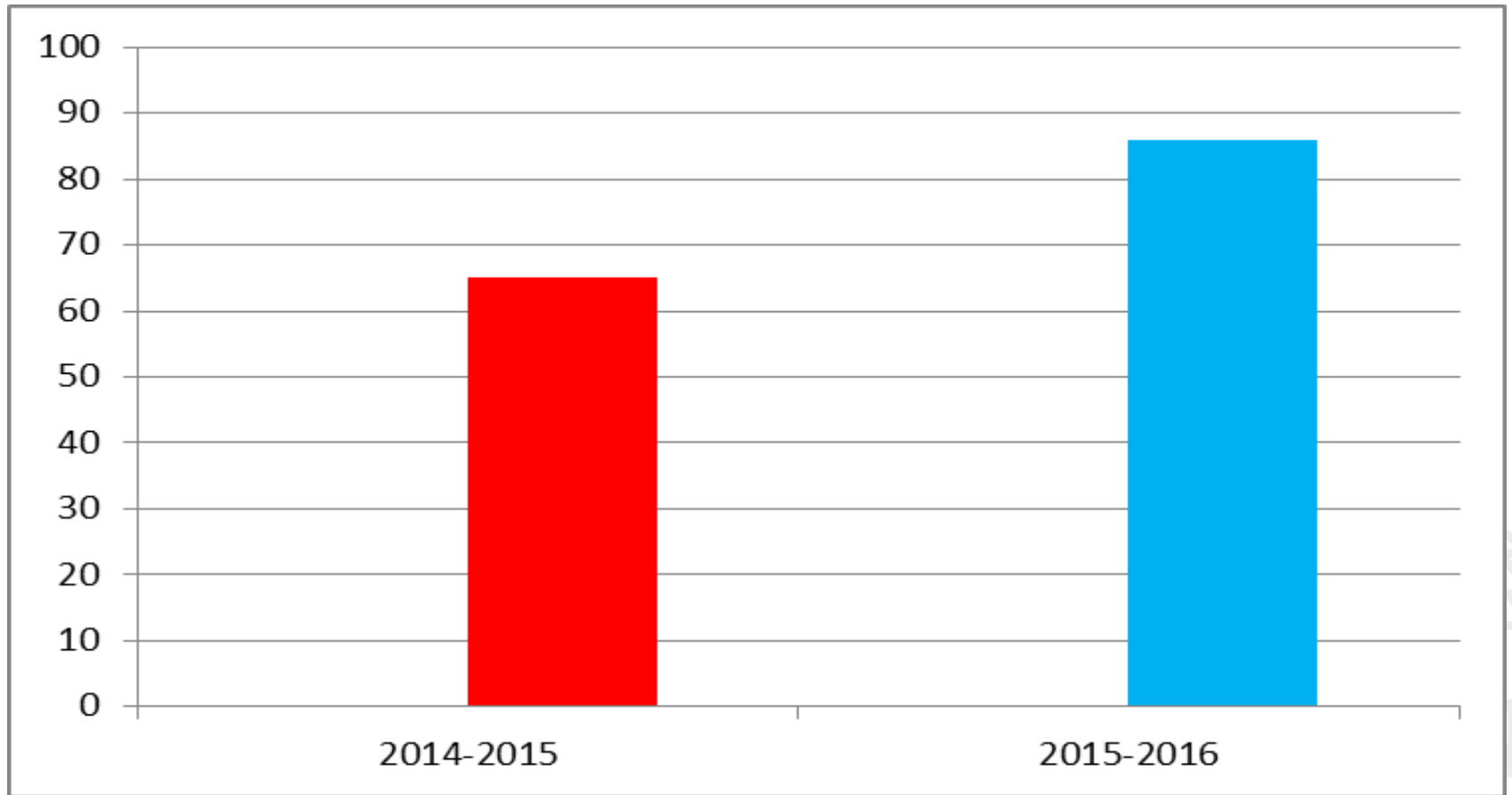
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- Successful action steps completed for activity participation:
 - ❖ Introduction to all extracurriculars. Completed by Mr. Cann as part of introduction day at DLR.
 - ❖ Identify students who have not participated in anything and conduct an individual meeting with them. Meetings were held with these students and we garnered impressive results.
 - ❖ For each sport, hold an informational meeting for all students to include HS athletes. This was completed by all Jh and most HS coaches.
 - ❖ "I am an Eagle" award (4 puzzle pieces matching pillars) 12.74% of 8th grade class met criteria.





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2014-2015 statistics indicated 65% of DLR students did at least one extracurricular activity. It was discovered that 75% of paid lunch students had done at least one activity last year but only 54% of free/reduced lunch students. Updated with current known participants, we currently have 91% of our 8th graders involved in at least one activity (49% of which are F/R) and 81% of our 7th graders (of which 38.5% F/R). Additionally, 12 of the 21 students not involved yet at 7th grade are F/R (57%) – 4 of the 10 8th graders are F/R (37.5%).

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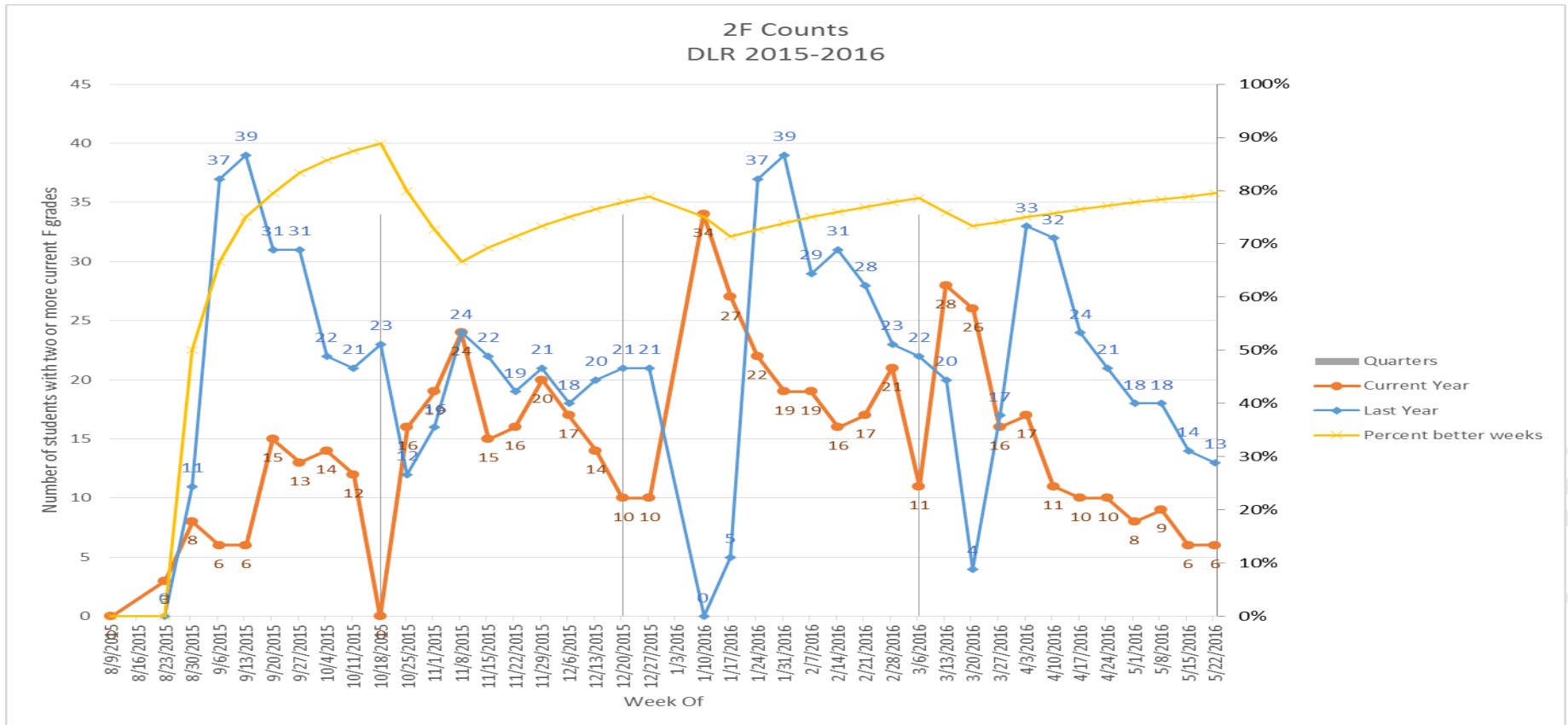
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Oregon School District

Previously Tracked Continued





Oregon School District

Observation Data

05/04/2016

07/01/2015 - 06/30/2016 | David L. Rahn (DLR) Jr. High

Oregon Teacher Evaluation | Summative

Component	Not Observed	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a	0	0	0	5	3
1b	0	0	1	4	3
1c	0	0	0	6	2
1d	0	0	0	4	4
1e	0	0	0	7	1
1f	0	0	0	8	0
2a	0	0	0	2	6
2b	0	0	0	8	0
2c	0	0	0	5	3
2d	0	0	0	7	1
2e	0	0	0	5	3
3a	0	0	0	4	4
3b	0	0	1	7	0
3c	0	0	0	8	0
3d	0	0	0	8	0
3e	0	0	0	5	3
4a	0	0	0	5	3
4b	0	0	1	6	1
4c	0	0	0	4	4
4d	0	0	0	6	2
4e	0	0	0	5	3

	Not Observed	Unsatisfactory	Needs Improvement	Proficient	Excellent
Non-Tenured	0	0	0	4	1
Tenured	0	0	0	1	2

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Oregon School District

Program Inventory

Program	Intent	Success	Measure
Eagle's SOAR	Organizational and homework support	Students transition in and out	PS generated late/missing reports and PS GPA chart
Check In/Check Out	Organizational and homework support	Students transition in and out	PS generated late/missing reports and PS GPA chart
Skills Tutor Math	Strengthen math foundational skills	Student progress through program and increase in test scores	AIMS, MAP & Section assessments
Read to Achieve	Strengthen reading fluency and comprehension	Student progress through program and increase in test scores	AIMS, MAP & Section assessments
After School TRY	Organizational and homework support	Students transition in and out	Systematic tracking of current versus late assignments being tracked daily.
Student Assistance Team	Identify and document through Power Rti at risk students	We have a start and identified tiered support structure	Less extended year needs and however you can measure social/emotional growth.
<u>Looking to the future</u> – Mentoring program. Summer reading program.	To fill a social/emotional void for students depending on specific demographic concern. Address summer literacy regression.	Increased attendance/academics, etc.	Track progress



Oregon School District

Innovative Initiatives

Innovative Program	Who Initiated	Intent	Measured
Leader In Me (Incremental)	Begin to provide a more systematic approach to addressing social/emotional /academic skill gaps.	Improve soft skills kids come to us lacking for various reasons.	Not yet identified. We will begin to work with student goal setting referencing and EWS type dashboard in PS or data notebook.
“Friday Lunch” group	Mary Welty & students	Provide safe environment with boundaries for socially/emotionally need students.	Inferential read on student accountability and peer awareness.
Special education social studies class.	Kelli Virgil with Nancy Klink and Jamie Fulton.	Address reading Lexile deficiencies in some students traditionally found in regular social studies. Get sped students back into PE fulltime.	Not sure what we would measure.
Stand for the Silent Chapter	Provide relevant information to students on the topics of respect and bullying/reduce harassment and bullying	Fewer incidents of harassment/bullying and a more pleasant student climate	Harassment/bullying incident reports and referrals