

# Gladiola Elementary School

## SCHOOL IMPROVEMENT PLAN

(Schoolwide Title I Plan)

2010-2011



Gladiola Elementary School  
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## **Introduction**

Gladiola is a medium sized K-4 elementary, semi-urban school located near Grand Rapids, Michigan. It is situated in a neighborhood setting. The school is made up of a diverse population consisting of students from a number of different races and cultures. Though the community is for the most part stable, an increasing number of students represent a certain amount of transience, as the economy of West Michigan remains tenuous. Gladiola also has a fairly large Schools-of-Choice population as students from surrounding areas select Gladiola during open enrollment periods. Overall, Gladiola has shown growth over the past five years and increases its academic performance as measured by MEAP despite a significant increase in students that are bilingual or eligible for free and/or reduced lunch.

## **A. Mission, Vision and Belief Statements**

### **Mission Statement**

The staff at Gladiola truly believes that we are "Changing the future one child at a time".

### **Vision Statements**

Gladiola Elementary is committed to excellence in teaching and learning for all students. We will provide effective instructional leadership and quality learning environments, which improve student performance. Gladiola Elementary holds high expectations for students and staff. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

### **Belief-Value Statements**

Gladiola Elementary staff believes:

- \* The primary mission of the school is teaching and learning for all.
- \* Continuous improvement is an essential part of our success for all students.
- \* All members of the school community are important and valued as essential in a child's education.
- \* A commitment is made by all staff members to strive to be their best for our students.
- \* Parent/guardian and community involvement is critical to student success.
- \* Student achievement is based on what students can do, as well as what they know.
- \* Diversity among all individuals is to be valued and celebrated.

### **Role of the District Planning Team**

The District School Improvement team meets once a month, and the Building School Improvement chair and building principal attend these meetings to interface with Wyoming's public education community. In this way, the building school improvement effort is informed and bolstered by the requirements and hopes of the Wyoming Board of Education, as those requirements and hopes are expressed in the shared vision and multiple efforts of the wider education community. Together, problems are addressed and solutions sought, planning is coordinated, goals and strategies are refined and improved, and multiple other important decisions are made. Wyoming Public Schools initiatives are guided by the vision, philosophy, and beliefs of the people who work for or are living in the district. From these core values, the district mission and goals were established. From these the strategies, timelines, responsibilities, and budget recommendations will address the priorities necessary to be successful in implementing the mission and goals.

The Wyoming community likes and needs to be involved in this plan. Therefore the plan includes an explanation of everyone's role in the process. Employees are empowered with opportunities, information, support, time, and resources which enable them to change and improve their environment, through a collaborative and consensus based model for decision-making. Active problem solving, resolution, implementing strategies, and evaluation of programs based on research and best practice will be the model for building and district level teams to follow.

It is the role of the District School Improvement Team to lead by example, communicate the goals and implement them by incorporating proper procedures and practices as part of the district improvement process. In addition, they must be open to continual evaluation of their progress toward reaching the mission and goals by those inside and outside of their organization, always looking to improve. The development of a seamless transition process, from home to graduation, from building to building, or level to level, that incorporates academics, employability skills, and career awareness.

## **Role of the Building School Improvement Team**

The Building School Improvement (SI) Team is comprised of six teachers, including a chairperson for each core academic committee (language arts, math, science and social studies), non-core teacher, school improvement chairperson; a support staff representative; parent(s); and the principal. The school improvement chairperson is appointed by the principal to serve up to two years in this role with mutual agreement between the chairperson and principal to continue the second year in this role. The core chairpersons, non-core representative and support staff representative are elected annually by their colleagues.

It is the role of the SI Team to address curricular and instructional issues with the goal of improving student achievement. The SI Team reviews student success on state (MEAP), national (SRI), and local (district standard) assessments to determine progress on school improvement goals and determine strategies and an action plan for improvement.

As an SI team we have agreed to the following...

1. Set Ground rules
    - a. Be respectful (no side conversations, grading papers, etc)
    - b. Be attentive
    - c. Be on time
  2. Meeting roles
    - a. Timekeeper (someone other than the facilitator)
    - b. Notetaker (minutes-SI chair)
    - c. Facilitator (will change with topic)
  3. Agenda/Minutes
    - a. Taken by the SI chair.
      - i. Agendas will be sent to SI team Friday for review.
      - ii. Agendas will be sent to the staff on Monday.
      - iii. Minutes will be sent to SI team, staff, and Dr. Reeder upon completion.
  4. Prior to the meeting
    - a. SI team will review any materials needed for the agenda items prior to the meeting.
  5. Write Agenda Items as Actions
    - a. Agenda items will be written as actions to ensure a proper focus.
  6. Use of Proposals
  7. Consensus VS. Voting
    - a. Facilitator can suggest a vote be placed on the agenda.
    - b. A vote will only be called on agenda items.
    - c. If a decision cannot be made, or the team needs to review further, it will be placed on the upcoming agenda.
    - d. Any one person can ask to table something.
    - e. If an issue becomes heated, the item will be tabled and only that item will be addressed later.
    - f. If an item is voted on, the vote will remain confidential.
    - g. Majority rules, 75% is a majority.
- Only official members can vote.

## **B. School Improvement Team Stakeholders**

Representatives include building administrators, teachers, students, support personnel and parents (representative of all students).

<b>School Team Members Names</b>	<b>Positions</b>
Bruce Cook	Principal
Autumn Moulton	SI chair/ Math Chair
Dawn Judge	LA Chair
Maddy Cook	Science Chair
Kim Swiger	Social Studies Chair
Karen Ward	Non-core
Theresa Wheeler	WESSA Representative
Tricia Strodbeck	Parent Representative
Kristin DeGennaro	Parent Representative

## C. Ten Components to the School wide Plan

### 1. Comprehensive Needs Assessment

#### Process Description

In order to assess the effectiveness of the programs used throughout the year, the School Improvement Team embarked upon a Comprehensive Needs Assessment process. The team met bimonthly throughout the school year in preparation for remittance of our Comprehensive Needs Assessment and School wide Title I Plan. Our School Improvement Team worked to gather data in various areas to determine the amount of information that was available to us. We met to create and edit our Parent Survey and Parent/Student/Staff Compact. Parents, including our Parent School Improvement Team representative, were consulted throughout the Comprehensive Needs Assessment process through survey feedback, participation in SI Meetings, and informal conversations. Data relative to student achievement, population demographics, staff and parent perception data, and process/program data were collected from a variety of state and local assessments. We compiled the data, analyzed the trends, answered reflective questions, and came to conclusions as a team. The results of the Comprehensive Needs Assessment were then shared with the entire staff to develop goals, strategies, and action steps that was tied to the highest priorities. New data about subgroup populations were given special attention in order to be sure that the needs of those children were being met in addition to the general school population.

#### Demographic Data

Data was acquired from multiple sources including Michigan Merit Exam (MME), Demographic Reports, school demographic records, human resource records, and State Certification software.

#### Student Demographic Data

Year	Year 1: 2010		Year 2: 2009		Year 3: 2008		Year 4: 2007		Year 5: 2006	
Grade	#	%	#	%	#	%	#	%	#	%
KD	86	20	69	19	54	15	60	17	52	15
1 <sup>st</sup>	110	25	67	19	77	22	65	18	69	20
2 <sup>nd</sup>	87	20	55	15	47	13	53	15	62	18
3 <sup>rd</sup>	71	16	47	13	63	18	59	17	59	17
4 <sup>th</sup>	80	19	65	18	53	15	61	17	55	16
5 <sup>th</sup>			54	15	61	17	54	15	49	14

Group	Total School Enrollment									
	Year 1 2010		Year 2 2009		Year 3 2008		Year 4 2007		Year 5 2006	
	#	%	#	%	#	%	#	%	#	%
<b>Economically Disadvantaged</b>	<b>304</b>	<b>70</b>	<b>229</b>	<b>64</b>	<b>218</b>	<b>61</b>	<b>216</b>	<b>61</b>	<b>215</b>	<b>62</b>
<b>Race/Ethnicity</b>	<b>200</b>	<b>46</b>	<b>191</b>	<b>54</b>	<b>168</b>	<b>47</b>	<b>170</b>	<b>48</b>	<b>168</b>	<b>49</b>
<b>Students with Disabilities</b>	<b>57</b>	<b>13</b>	<b>40</b>	<b>11</b>	<b>41</b>	<b>11</b>	<b>57</b>	<b>16</b>	<b>53</b>	<b>15</b>
<b>Limited English Proficient (LEP)</b>	<b>102</b>	<b>24</b>	<b>64</b>	<b>18</b>	<b>54</b>	<b>15</b>	<b>41</b>	<b>12</b>	<b>56</b>	<b>16</b>

<b>Homeless</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>.5</b>	<b>1</b>	<b>.2</b>	<b>2</b>	<b>.5</b>	<b>1</b>	<b>.2</b>
<b>Neglected &amp; Delinquent</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Migrant</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Gender</b>										
<b>Male</b>	<b>229</b>	<b>52</b>	<b>177</b>	<b>49</b>	<b>187</b>	<b>53</b>	<b>169</b>	<b>48</b>	<b>183</b>	<b>53</b>
<b>Female</b>	<b>205</b>	<b>48</b>	<b>180</b>	<b>51</b>	<b>168</b>	<b>47</b>	<b>183</b>	<b>52</b>	<b>163</b>	<b>47</b>

Current overall enrollment is 434 students -- 86 K students, 110 1<sup>st</sup> grade students, 87 2<sup>nd</sup> grade students, 71 3<sup>rd</sup> grade students and 80 4<sup>th</sup> grade students.

Student population has been stable to increases over the past 5 years (2006 = 346 students -- 2009 = 338 students) Subgroups that have stayed somewhat stable with small growth except for my LEP population that has grown just about 10% from 2006.

### Staff Demographic Data

The principal has been at Gladiola for the past 8 ½ years.

At Gladiola there are a total of 20 teachers, 7 teachers or 35% of the teaching staff has over 15 years of teaching experience, 10 teachers or 50% of the teaching staff has 9 – 15 years of teaching experience, 2 teachers or 10% of the teaching staff has between 4 – 8 years of teaching experience and 1 teacher or 5% of the teaching staff between 0-3 years of teaching experience. The degree breakdown is as follows: 5 teachers or 25% has a BA/BS, 7 teachers or 35% has a MA and 8 teachers or 40% has a MA plus 30.

### Parent and Community Demographic Data

- Number of single family residences. 30%, but another 25% are blended families
- Average median income. 82% of the national median, and 88% of the state median
- Number of adults with post-secondary education. 29% NON-HIGH School, 15% post-secondary completed
- Median house value at 77% of the national
- 2/3 of the police addressed incidents are within our school boundaries which make up on 40% of the size of Wyoming
- 15% of our older siblings are regular day-care providers for their siblings
- 50% of our teenagers are self-sufficient either before or after school for an extended period

### Summary of Demographic Data

The data shows that our school continues to be in a state of flux in terms of our changing demographics. We are becoming much more economically and racially diverse. Future Professional Development should include poverty awareness and strategies on how to work with our ELL population to be sure we are prepared to meet this new challenge.

### Student Achievement Data (MME/ MME subgroups/ local)

Student achievement data was collected using MEAP historical reports, our county management system (IGOR), Scholastic Reading Inventory (SRI), and tracking local common assessments

### English Language Arts

#### Reading

#### READING DATA ANALYSIS AND SUMMARY

Gladiola Elementary, 2009 - 2010

## MEAP DATA

### MEAP – “All Student” Analysis

1. Overall, are your students at/above the current state AYP reading target?

- The AYP target for the 2009-10 school year is 70% for 3<sup>rd</sup> grade and 69% for 4<sup>th</sup> grade. On the Fall 2009 MEAP reading test, 92% of 3<sup>rd</sup> graders and 77% of 4<sup>th</sup> graders scored in the proficient range. Gladiola Elementary exceeded AYP this year.

2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (Should see movement toward an increasing percentage of 1's).

- There were 0 students in Grades 3 and 4 at Gladiola scoring a 4 in the past 3 years.
- Students scoring a 2 have stayed almost the same over the past 3 years in 3<sup>rd</sup> grade.
- Students scoring a 2 have stayed almost the same over the past 3 years in 4<sup>th</sup> grade.
- Students going from a score of 2 to 1 have decreased in the past 3 years in 3<sup>rd</sup> grade.
- Students going from a score of 2 to 1 have stayed relatively the same in the past 3 years in 4<sup>th</sup> grade.

3. Strengths: What skill areas are your students doing well in?

- 3<sup>rd</sup> grade students did well on retelling in sequence, the main idea and supporting details in a reading selection.
- 4<sup>th</sup> grade students did well with identifying genre and appropriate text features in a reading selection.

4. Challenges: What skill areas are challenges for your students?

- Both 3<sup>rd</sup> and 4<sup>th</sup> grade students find questions that involve the skill of inference to be especially challenging.
- Both 3<sup>rd</sup> and 4<sup>th</sup> grade students struggled with comparing/contrasting story elements and characters.
- 3<sup>rd</sup> grade students found using context clues to determine the meaning of an unknown word to be challenging.
- 4<sup>th</sup> grade students found identifying characters' thoughts and motivations and story themes to be challenging.

### MEAP Subgroup Analysis

1. Which of the subgroups are not at/above the current state AYP reading target?

- 3<sup>rd</sup> grade- On the MEAP Reading Test in Fall 2009, all subgroups met the state AYP target. However, our English Language Learner students showed an 11% discrepancy from the % of students scoring proficient.
- 4<sup>th</sup> grade- On the MEAP Reading Test in Fall 2009, our Hispanic and English Language Learner subgroups did not meet the state AYP target.

2. Are any of the subgroups scoring more than 10 percentage points lower than the current state AYP target?

- Our Hispanic subgroup is exactly 10 percentage points lower than the current state AYP target in 4<sup>th</sup> grade.

3. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

- Students in our school come from many different cultures and background experiences. Many live in, or have experienced, poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them. Vocabulary exposure and literacy opportunities may be limited for E.L.L. students. Therefore, they struggle to make connections between texts and their lives.

4. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?

- In 2007 and 2008, we did not have an English Language Learner subgroup in 4<sup>th</sup> grade. In 2008, we did have just enough English Language Learners (10 students) to create this subgroup.
- In 2009, both 3<sup>rd</sup> and 4<sup>th</sup> grades had an English Language Learner subgroup.
- In 2008, our English Language Learner subgroup was only 1 percentage point away from the total number of students proficient.
- In 2009, our English Language Learner subgroup scored significantly lower than the total percentage of students scoring proficient. (3<sup>rd</sup> grade- 15% gap and 4<sup>th</sup> grade- 16% gap)
- In 4<sup>th</sup> grade, our Hispanic subgroup, which many of these students would be part of the E.L.L. subgroup also, experienced a 17% gap.

### LOCAL DATA

#### Data Sources Other than MEAP - Analysis

What measures other than MEAP will be used to monitor student progress in reading? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

Name and Type of Measurement Instrument	Grade Level(s) Assessed	Criteria for Success	Percentage of students achieving criteria for success
Scholastic Reading Inventory	2-4	Meeting established Lexile Range for grade level  2 <sup>nd</sup> 300-600  3 <sup>rd</sup> 500-800	See below.

		4 <sup>th</sup> 600-900	
Accelerated Reader (A.R.)	1-4	Students at Grade Level (ATOS)	See below.
<b>Scholastic Reading Inventory (S.R.I.)</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b> <b>Advanced</b>
4 <sup>th</sup> Grade Baseline (Sept. '09)	35%	27%	34% 5%
4 <sup>th</sup> Grade End of Year (May '10)	11%	33%	48% 8%
3 <sup>rd</sup> Grade Baseline (Sept. '09)	45%	39%	14% 3%
3 <sup>rd</sup> Grade End of Year (May '10)	11%	38%	45% 7%
2 <sup>nd</sup> Grade Baseline (Sept. '09)	69%	13%	16% 2%
2 <sup>nd</sup> Grade End of Year (May '10)	27%	26%	36% 10%
Total Beginning of Year (Sept. '09)	42%	29%	24% 5%
Total End of Year (May '10)	12%	43%	37% 8%

<b>Accelerated Reader (A.R.)</b>	<b>Class Average Grade Level</b>
1st Grade	2.0
2nd Grade	2.7
3rd Grade	3.6
4 <sup>th</sup> Grade	4.2

### Data Sources Other Than MEAP - Subgroup Analysis

#### 1. Which of the subgroups are not at/above the current state AYP reading target?

- Subgroup data showed that Limited English Proficiency Students, Hispanic, Economically Disadvantaged, and Black/African American, had the most significant gaps on the Scholastic Reading Inventory assessment. (10 %+)

#### 2. Based on the staff's review of this data and information, what has the staff determined to be the leading cause(s) for the gaps?

- Students at Gladiola come from many different cultures and background experiences. Many live in, or have experienced, poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them. Vocabulary exposure and literacy opportunities may be limited for E.L.L. students. Therefore, they struggle to make connections between texts and their lives.

### **COMPARISON BETWEEN DATA SOURCES**

1. Were there any discrepancies between the sets of data? If so:

How do additional data sources compare?

Are the data from the additional data sources congruent with MEAP results?

- The data sources were congruent. In both sets of data, E.L.L. students scored 10%+ below the class average. What discrepancies were noted? N/A

How are these different data sources used for planning purposes?

- The local data and MEAP data are used to identify strengths and needs within our school, and to make decisions on what needs to be done to meet those needs. Based on the fact that our E.L.L. subgroup is showing a discrepancy in both sets of data, E.L.L. strategies will be a priority.

### **OVERALL READING DATA SUMMARY**

1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?

- 3<sup>rd</sup> and 4<sup>th</sup> grade E.L.L. students have been identified as a challenge area with reading comprehension

2. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?

Grade Level	Challenge Identified	Factors Identified
3	English Language Learners	Vocabulary exposure and literacy opportunities may be limited for E.L.L. students. Therefore, they struggle to make connections between texts and their lives.
4	English Language Learners	Vocabulary exposure and literacy opportunities may be limited for E.L.L. students. Therefore, they struggle to make connections between texts and their lives.

3. How has student achievement changed over the last 3 years (overall and by subgroup)?

- Overall, Gladiola has met AYP for the past 3 years in reading.
- In 3<sup>rd</sup> and 4<sup>th</sup> grade, there had not been an E.L.L. subgroup until 2009. We received many E.L.L. students as a result of a school closing in our district.

4. Based on a review of all of the reading data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in reading.

- Strengths: Students do well with retelling a story in sequence.
- Challenges: The ability or skill of making inferences from text is a challenge for our students.

### CONNECTION FROM DATA TO GOAL

1. **Goal**: All students will be proficient in reading

2. **Gap Statement**: For the goal listed above, what is the gap between where you are and where you want to be?

- 3<sup>rd</sup> Grade: Fall 2009- 92% of students scored proficient or above on the Reading Test. (8% Gap)
- 4<sup>th</sup> Grade: Fall 2009- 77% of students scored proficient or above on the Reading Test. (23% Gap)

3. **Cause for Gap:** What have you identified as the leading cause for this gap in student performance?

- Students in our school come from many different cultures and background experiences. Many live in, or have experienced, poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them. Vocabulary exposure and literacy opportunities may be limited for E.L.L. students. Therefore, they struggle to make connections between texts and their lives.

## Writing

### WRITING DATA ANALYSIS AND SUMMARY

Gladiola Elementary, 2009-2010

#### MEAP DATA

#### MEAP – “All Student” Analysis

1. Overall, are your students scoring within 10% of the state average in writing?

- The MEAP Writing Test scores were not reported in 2009.
- 3<sup>rd</sup> Grade: Fall 2008- 64% of students scored proficient or above on the writing test. (36% gap from goal of 100%, 4% above state average.)
- 4<sup>th</sup> Grade: Fall 2008- 31% of students scored proficient or above on the writing test. (69% gap from goal of 100%, 13% gap between state average (44%))
- 5<sup>th</sup> Grade: Fall 2008- 65% of students scored proficient or above on the writing test. (35% gap from goal of 100%, 6% above state average.)
  
- There was not a 10%+ gap in any subgroup except in 4<sup>th</sup> grade with our Hispanic subgroup. (10% gap)

2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (Should see movement toward an increasing percentage of 1's).

- 3<sup>rd</sup> Grade: 0 students scored a 4 in 2008 which was an improvement from 2007.
- 3<sup>rd</sup> Grade: The number of 3's increased between 2007 and 2008.
- 3<sup>rd</sup> Grade: 0 students scored in the 1 category.
- 4<sup>th</sup> Grade: 0 students scored a 4 in 2007 and 2008.
- 4<sup>th</sup> Grade: The students scoring 2's and 3's stayed about the same (49%-52%) between 2007 and 2008.
- 4<sup>th</sup> Grade: 0 students scored in the 1 category.

3. Strengths: What skill areas are your students doing well in?

- Gladiola students did well with focusing on one central topic. Conventions were also strength.

4. Challenges: When comparing your school with the district and state, which skill areas are challenges for your students?

- Gladiola students struggled with using details and examples to adequately develop the ideas and content.

**MEAP Subgroup Analysis**

1. Are any of the subgroups scoring more than 10 percentage points lower than the current state average?

- There was not a 10%+ gap in any subgroup except for in 4<sup>th</sup> grade with our Hispanic subgroup. (10% gap)

2. Based on the staff’s review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

- Written expression can be challenging for students who are learning a second language and/or speaking a different language than that of the test at home. The gap above refers to our Hispanic population, and many times even though these students aren’t considered English Language Learners because they have reached a certain level on our district measures, they have difficulty transferring their speaking proficiency to written expression.

3. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?

- There has only been one year at one grade level in which we have had discrepancies in subgroups. (2007)

**LOCAL DATA**

**Data Sources Other than MEAP - Analysis**

What measures other than MEAP will be used to monitor student progress in writing? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

<b>Name and Type of Measurement Instrument</b>	<b>Grade Level(s) Assessed</b>	<b>Criteria for Success</b>	<b>Percentage of students achieving criteria for success</b>
WR K:2 (Narrative Writing Assessment)	K	80%	56.6%
WR 1:2 (Narrative Writing Assessment)	1	80%	49.1%

WR 2:2 (Narrative Writing Assessment)	2	80%	38.1%
WR 3:2 (Narrative Writing Assessment)	3	80%	36.1%
WR 4:2 (Narrative Writing Assessment)	4	80%	65.9%

**Data Sources Other Than MEAP – Subgroup Analysis**

1. Are any of the subgroups scoring more than 10 percentage points lower than the overall student population?

- At this point we do not have data for our local writing assessment by sub-group.

2. Based on the staff’s review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

3. What trends have been identified in subgroup performance when looking at 3 years of data?

**COMPARISON BETWEEN DATA SOURCES**

1. Were there any discrepancies between the sets of data? If so:

How do additional data sources compare?

Are the data from the additional data sources congruent with MEAP results?

- Data from MEAP and local assessments differ in 4<sup>th</sup> grade. 3<sup>rd</sup> grade is inconclusive due to the fact that 3<sup>rd</sup> grade is no longer tested in writing.

What discrepancies were noted?

- Students are scoring higher on district assessments than on the state test (MEAP).

How are these different data sources used for planning purposes?

- Results are used to inform writing instruction building-wide. Teachers are able to use rubrics to assess which writing trait requires more intensive intervention based on class and/or student needs.

**OVERALL WRITING DATA SUMMARY**

1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?

- 4<sup>th</sup> grade writing scores on the MEAP Writing Test have been a challenge area. However, the MEAP Writing Test scores were not reported in 2009, but our local data suggests that there has been improvement.

2. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?

- State averages on the MEAP Writing Test are lower in 4<sup>th</sup> grade than in 3<sup>rd</sup> grade. (4<sup>th</sup> grade state average- 44% 3<sup>rd</sup> grade state average-60%) This may suggest that the test was significantly more difficult in 4<sup>th</sup> grade across the state.
- This also indicates the need for additional emphasis on purposeful instruction on the six traits of writing K-4.

Grade Level	Challenge Identified	Factors Identified
4	Writing proficiency based on State Rubric	Writing Instruction using the 6 Traits needs to be considered a priority K-4.

3. How has student achievement changed over the last 3 years (overall and by subgroup)?

- Overall, Gladiola students continue to do well with staying on topic with their writing on the MEAP Writing Assessment.
- The challenge continues to be using enough details and examples to develop the topic.
- 4<sup>th</sup> grade writing scores are below the state average.

4. Based on a review of all of the writing data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in writing.

a. Strengths: Gladiola students did well with focusing on one central topic in writing. Conventions are also considered a strength.

b. Challenges: Gladiola students need to improve their use of details and examples to develop their topic in writing.

## CONNECTION FROM DATA TO GOAL

1. Goal: All students will be proficient in writing.

2. Gap Statement: For the goal listed above, what is the gap between where you are and where you want to be?

- 3<sup>rd</sup> Grade: Fall 2008- 64% of students scored proficient or above on the writing test. (36% gap from goal of 100%, 4% above state average.)
- 4<sup>th</sup> Grade: Fall 2008- 31% of students scored proficient or above on the writing test. (69% gap from goal of 100%, 13% gap between state average (44%))
- 5<sup>th</sup> Grade: Fall 2008- 65% of students scored proficient or above on the writing test. (35% gap from goal of 100%, 6% above state average.)
- There was not a 10%+ gap in any subgroup except for in 4<sup>th</sup> grade with our Hispanic subgroup. (10% gap)

3. Cause for Gap: What have you identified as the leading cause for this gap in student performance?

- Written expression can be very difficult for all students. Writing instruction on the 6 Traits of Writing K-4 will need to be a considered a priority during the Language Arts Block. As far as our Hispanic subgroup, written expression can be especially challenging for students who are learning a second language and/or speaking a different language than that of the test at home. The gap above refers to our Hispanic population, and many times even though these students aren't considered English Language Learners because they have reached a certain level on our district measures, they have difficulty transferring their speaking proficiency to written expression.

## **Math**

### **MATH DATA ANALYSIS AND SUMMARY**

**2009 - 2010**

#### MEAP DATA

#### MEAP - "All Student" Analysis

1. **Overall, are your students at/above the current state AYP math target?**
  - a. Gladiola students are scoring well above the current 2009- 2010 state AYP mathematics targets. Third grade AYP was 67% and Gladiola scored 97%. Fourth grade AYP was 65% and Gladiola scored 95%. Fifth grade AYP was 62% and the Gladiola students at Jackson Park scored 83%.
  
2. **When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see?**
  - a. Gladiola had no 3<sup>rd</sup> grade students that scored in the Level 4 category. Level 3 consisted of 3% of our students. Level 2 consisted of 39% of our students. There were 58% of our students that scored in the Level 1 category.
  
  - b. Gladiola had no 4<sup>th</sup> grade students that scored in the Level 4 category. Level 3 consisted of 5% of our students. Level 2 consisted of 59% of our students. There were 35% of our fourth grade students that scored in the Level 1 category.
  
  - c. When looking at the trend of the students who have been at Gladiola for third and fourth grade, there are some significant variations in scores from one year to the next. When looking at all students, there were 46% of our students whose scores declined. 26% of students who maintained their scores, and 25% of students who improved their scores. There were only two students who experienced a 'significant decline' and no students who scores 'significantly improved'.
  
3. **What skill areas are your students doing well in?**
  - a. Third Grade students are scoring well on items involving:
    - Skip counting by 100
    - Skip counting by 10
    - Perimeter of rectangles and triangles
    - 1,000 word to numeral
    - Base ten blocks
    - Matching fraction strip to fraction
    - Solve story problems with objects and pictures (addition)
    - Add two 2-digit numbers with regrouping
    - Given the name of 3-D shape, match it to its faces.
  
  - b. Fourth Grade students are scoring well on items involving:
    - Area/perimeter
    - Square units
    - 10,000 word to numeral
    - Multiplication/division fact families
    - Ordering 3 or 4 digit numerals
    - Solving problems with money
    - Fractions on a number line
    - Adding/subtracting money
    - Three-dimensional solids
  
4. **When comparing your school with the district and state, which skill areas are challenges for your students?**
  - a. Third grade students are struggling on items involving:
    - Equivalent fractions
    - Coordinate grids
    - Measuring objects and finding the difference between them
    - Subtraction with regrouping
    - Story problems with objects and pictures (subtraction)
    - Understanding "NOT" in 2D and 3D problems
    - Finding distance between numbers on a number line

- Labeling  $\frac{1}{2}$  inches on a number line
  - Elapsed time
- b. Fourth grade students are struggling on items involving:
- Perimeter/area
  - Division remainders
  - Perpendicular and parallel lines
  - Fractions on a line
  - Meaning of money
  - Equivalent fractions
  - Subtraction of fractions
  - Identify points, line, line segments
- c. Overall, we believe that students are struggling most with geometry and measurement concepts. We also believe that students are not as proficient as they need to be with math terminology across all strands.

### **MEAP - Subgroup Analysis**

- 1. Which of the subgroups are not at/above the current state AYP math target?**
  - a. There are White and Hispanic subgroups in the third grade class at Gladiola; both are at or above current state AYP math target.
  - b. In the fourth grade class there are Black, Hispanic, White, and Multiracial, Economically Disadvantaged, and English Language Learners subgroups. All are at/above the current state AYP math target.
- 2. Are any of the subgroups scoring more than 10 percentage points lower than the current state AYP target?**
  - a. There are no subgroups in third or fourth grade that are scoring lower than 10% than the 2009-2010 state AYP targets.
- 3. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?**
  - a. There are no subgroups at this time that are scoring more than 10 percentage points lower than the current AYP targets. We have spent time looking at discrepancies within Gladiola's own populations and scores and written strategies to address them.
- 4. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?**
  - a. In third grade the only subgroups that have been represented each year are White and Economically Disadvantaged. The white subgroup scored 100% in 2007, 100% in 2008, and 100% in 2009. The Economically Disadvantaged subgroup scored 93% in 2007, 97% in 2008, and 96% proficient in 2009.
  - b. In the fourth grade the only subgroups that have been represented the last three years are White, Hispanic, and Economically Disadvantaged. The White subgroup scored 94% in 2007, 94% in 2008, and 97% proficient in 2009. The Hispanic subgroup scored 100% in 2007, 77% in 2008, and 94% proficient in 2009. The Economically Disadvantaged subgroup scored 97% in 2007, 89% in 2008, and 93% proficient in 2009.

**LOCAL DATA**

**Data Sources Other than MEAP - Analysis**

What measures other than MEAP will be used to monitor student progress in math? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

<b>Name and Type of Measurement Instrument</b>	<b>Grade Level(s) Assessed</b>	<b>Criteria for Success</b>	<b>Percentage of students achieving criteria for success</b>
Marzano Vocabulary Quiz	K-4	80%	80%
Scott-Foresman Geometry & Measurement Quiz	K-4	80%	80%
GM K:3	K	80%	82%
GM 1:4	1	80%	73%
GM 2:2	2	80%	59%
GM 3:4	3	80%	41%
GM 3:5	3	80%	69%
GM 3:6	3	80%	48%
GM 4:3	4	80%	51%

**Data Sources Other Than MEAP - Subgroup Analysis**

1. **Are any of the subgroups scoring more than 10 percentage points lower than the overall student population?**
  - a. This information is unavailable at this time, due to technical difficulties.
  
2. **Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?**
  - a. This information is unavailable at this time, due to technical difficulties.

**COMPARISON BETWEEN DATA SOURCES**

1. **Were there any discrepancies between the sets of data? If so:**
  - **How do the data sources compare?**
    - Geometry and Measurement standards from the district were analyzed.

- Only 56% of students were proficient on GM 2:2
  - Only 38% of students were proficient on GM 3:4
  - Only 49% of students were proficient on GM 4:3
  - Only 65% of students were proficient on GM 3:5
  - Only 44% of students were proficient on GM 3:6
- **Are the data from the additional data sources congruent with MEAP results?**
    - Gladiola students have scored lower on Geometry and Measurement standards than other district math standards. These results are congruent with the 2009 MEAP results. In 2009, Gladiola third grade students scored 63.9% on working with Geometric Shapes on the MEAP assessment. Fourth grade students scored 55% on properties of 2D and 3D shapes and 61.8% on understanding perimeter and area.
  - **How are these different data sources used for planning purposes?**
    - Results from MEAP analysis and results from district standards are used to plan instruction and create remediation groups. Students are provided remediation on all priority math standards (and all others if there is time) and then reassessed. Teachers have been given extra resources and manipulatives to aid in the teaching of geometry and measurement units. Marzano vocabulary notebooks are utilized in every classroom and a specific list of grade level vocabulary is taught and reinforced.

### OVERALL MATH DATA SUMMARY

1. **Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?**
  - a. Gladiola students are scoring well above the current 2009- 2010 state AYP mathematics targets. Third grade AYP was 67% and Gladiola scored 97%. Fourth grade AYP was 65% and Gladiola scored 95%. Fifth grade AYP was 62% and the Gladiola students at Jackson Park scored 83%.
2. **For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?**
  - a. The leading cause for the gap in our scores is most likely due to a couple of factors. Students have a limited vocabulary when using or understanding mathematical concepts. This can impair their performance in the classroom and on district and state assessments. Students must have a strong background in content specific terminology in order to be successful. Secondly, we feel teachers must follow an earlier assessment timeline on district geometric and measurement concepts. Testing students earlier will ensure that there is adequate time for remediation and reassessing. Teachers have also been given additional resources and manipulatives for teaching geometric and measurement topics that our students have been performing poorly on. Lastly, we believe that a large amount of our population is struggling with the English language in general.

Students in our school come from many different cultures and background experiences. Many live in or have experienced poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them.

Vocabulary exposure and literacy opportunities may be limited for ELL and Economically Disadvantaged students. Therefore, they struggle to make connections between texts and their lives. Providing additional ELL support for these students (and the teachers and paraeducators working with them) will allow them an opportunity to be as successful as their peers in mathematics.

Grade Level	Challenge Identified	Factors Identified
K-4	Mathematics Vocabulary	MEAP and District Data
K-4	Geometry and Measurement Concepts	MEAP and District Data
K-4	ELL mathematic concept acquisition	MEAP Subgroup Analysis

**3. How has student achievement changed over the last 3 years (overall and by subgroup)?**

- Overall in third grade, Gladiola’s MEAP scores have remained solid and significantly above AYP. In 2007, 95% proficient, in 2008 98% proficient, and in 2009 97% proficient.
- Overall in fourth grade, Gladiola’s MEAP scores have remained strong and significantly above AYP. In 2007, 96% proficient, in 2008 90% proficient, and in 2009 95% proficient.
- In third grade the only subgroups that have been represented each year are White and Economically Disadvantaged. The white subgroup scored 100% in 2007, 100% in 2008, and 100% in 2009. The Economically Disadvantaged subgroup scored 93% in 2007, 97% in 2008, and 96% proficient in 2009.
- In the fourth grade the only subgroups that have been represented the last three years are White, Hispanic, and Economically Disadvantaged. The White subgroup scored 94% in 2007, 94% in 2008, and 97% proficient in 2009. The Hispanic subgroup scored 100% in 2007, 77% in 2008, and 94% proficient in 2009. The Economically Disadvantaged subgroup scored 97% in 2007, 89% in 2008, and 93% proficient in 2009.

**4. Based on a review of the math data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in math.**

- a. **Strengths:** Gladiola students are scoring high proficiency on the MEAP Mathematics assessment. Ours scores have continued to surpass AYP targets overall and when analyzing our subgroups.
- b. **Challenges:** When analyzing specific strands on the MEAP Mathematics assessment, students have scored lower on geometric and measurement strands the last three years, than other areas. There are also low scores when analyzing district data on several geometry/measurement standards. In addition, our conclusion is that some of the difficulty that students are experiencing is directly related vocabulary. We believe targeted vocabulary instruction in each grade level will strengthen students’ ability to understand and process mathematical concepts.

## CONNECTION FROM DATA TO GOAL

1. **Goal: All students will be proficient in math.**

2. **Gap Statement: For the goal listed above, what is the gap between where you are and where you want to be?**

- a. Our goal for MEAP: Gladiola would like to increase the number of students that are scoring in the Level 1 Advanced proficiency category. Our conclusion is that a number of our students that are scoring in the Level 2 category still do not have a strong understanding of some of the concepts being tested.

### MEAP Overall Mathematics Scores

3<sup>rd</sup> Grade (2009 58% scoring in the Advanced category on the MEAP Mathematics assessment)

By 2010, at least 63% will attain Advanced level in mathematics

By 2011, at least 68% will attain Advanced level in mathematics

By 2012, at least 73% will attain Advanced level in mathematics

4<sup>th</sup> Grade (2009 35% scoring in the Advanced category on the MEAP Mathematics assessment)

By 2010, at least 40% will attain Advanced level in mathematics

By 2011, at least 45% will attain Advanced level in mathematics

By 2012, at least 50% will attain Advanced level in mathematics

5<sup>th</sup> Grade (2009 at 47% scoring in the Advanced category based on Feeder Report)

By 2010, at least 52% will attain Advanced level in mathematics

By 2011, at least 57% will attain Advanced level in mathematics

By 2012, at least 62% will attain Advanced level in mathematics

- b. Our goal for Local Data: Gladiola would like to increase the number of students that are scoring proficient (80%) on specific geometry and measurement standards. Our staff would also like to see at least 80% of our students scoring proficient on our post test on Marzano vocabulary and on our Scott-Foresman geometry and measurement post test.

### LOCAL DATA

#### Mathematics Standards

GM K:3

2010-2011 82% of students will score 80% on District Assessment

2011-2012 85% of students will score 80% on District Assessment

2012-2013 88% of students will score 80% on District Assessment

GM 4:3

2010-2011 51% of students will score 80% on District Assessment

2011-2012 54% of students will score 80% on District Assessment

2012-2013 57% of students will score 80% on District Assessment

GM 2:2

2010-2011 59% of students will score 80% on District Assessment

2011-2012 62% of students will score 80% on District Assessment

2012-2013 65% of students will score 80% on District Assessment

GM 1:4

2010-2011 73% of students will score 80% on District Assessment

2011-2012 76% of students will score 80% on District Assessment

2012-2013 79% of students will score 80% on District Assessment

GM 3:4

2010-2011 41% of students will score 80% on District Assessment

2011-2012 44% of students will score 80% on District Assessment

2012-2013 47% of students will score 80% on District Assessment

GM 3:5

2010-2011 69% of students will score 80% on District Assessment

2011-2012 72% of students will score 80% on District Assessment

2012-2013 75% of students will score 80% on District Assessment

GM 3:6

2010-2011 48% of students will score 80% on District Assessment

2011-2012 51% of students will score 80% on District Assessment

2012-2013 54% of students will score 80% on District Assessment

3. **Cause for Gap: What have you identified as the leading cause for this gap in student performance?**
  - a. The leading cause for the gap in our scores is most likely due to a couple of factors. Students have a limited vocabulary when using or understanding mathematical concepts. This can impair their performance in the classroom

and on district and state assessments. Students must have a strong background in content specific terminology in order to be successful. Secondly, we feel teachers must follow an earlier assessment timeline on district geometric and measurement concepts. Testing students earlier will ensure that there is adequate time for remediation and reassessing. Teachers have also been given additional resources and manipulatives for teaching geometric and measurement topics that our students have been performing poorly on. Lastly, we believe that a large amount of our population is struggling with the English language in general.

Students in our school come from many different cultures and background experiences. Many live in or have experienced poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them.

Vocabulary exposure and literacy opportunities may be limited for ELL and Economically Disadvantaged students. Therefore, they struggle to make connections between texts and their lives. Providing additional ELL support for these students (and the teachers and paraeducators working with them) will allow them an opportunity to be as successful as their peers in mathematics.

## **Science**

### **SCIENCE DATA ANALYSIS AND SUMMARY**

**School Name, 2009-2010**

#### **MEAP DATA**

##### **MEAP – “All Student” Analysis**

1. Overall, are your students scoring within 10% of the state average in science?  
Yes, overall my students are scoring within 10% of the state average.

This data comes from the feeder school reports to reflect Gladiola students that the 5<sup>th</sup> grade MEAP science test at Jackson Park.

2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (should see movement toward an increasing percentage of 1's).  
Most students are scoring at levels 1 and 2.
3. Strengths: What skill areas are your students doing well in?  
Their scores are very close together in all areas.
4. Challenges: When comparing your school with the district and state, which skill areas are challenges for your students?

##### **MEAP Subgroup Analysis**

1. Are any of the subgroups scoring more than 10 percentage points lower than the current state average?

Hispanics are scoring 11% lower than the state average. ELLs are scoring 29% lower.

2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

The test questions are worded in a difficult manner.

3. What trends have been identified in subgroup performance when looking at 3 years of MEAP data?

\*TBA

### LOCAL DATA

#### Data Sources Other than MEAP - Analysis

What measures other than MEAP will be used to monitor student progress in science? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

<b>Name and Type of Measurement Instrument</b>	<b>Grade Level(s) Assessed</b>	<b>Criteria for Success</b>	<b>Percentage of students achieving criteria for success</b>
Local assessments	k-4	80%	
SRI	2-4		
AR			

#### Data Sources Other than MEAP – Subgroup Analysis

1. Are any of the subgroups scoring more than 10 percentage points lower than the overall student population?

No

2. Based on the staff's review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

ELL, black and Hispanic populations need extra support.

3. What trends have been identified in subgroup performance when looking at 3 years of data?

\*TBA

### COMPARISON BETWEEN DATA SOURCES

1. Were there any discrepancies between the sets of data? If so: No discrepancies apparent.

How do additional data sources compare?

Are the data from the additional data sources congruent with MEAP results?

What discrepancies were noted?

How are these different data sources used for planning purposes?

### **OVERALL SCIENCE DATA SUMMARY**

1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?

First Grade and Fourth Grade

2. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?

<b>Grade Level</b>	<b>Challenge Identified</b>	<b>Factors Identified</b>
1	LF_:1 LF_:2	75.5% 76.4%
4	LF_1:	76.8%

3. How has student achievement changed over the last 3 years (overall and by subgroup)?

\*TBA

4. Based on a review of all of the science data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in science.

a. Strengths: Overall the students are scoring well on the Science MEAP.

b. Challenges: The wording of test questions and science vocabulary.

### **CONNECTION FROM DATA TO GOAL**

1. Goal: All students will be proficient in science.

2. Gap Statement: For the goal listed above, what is the gap between where you are and where you want to be?

There is a 23% gap from where we are to where we want to be.

3. Cause for Gap: What have you identified as the leading cause for this gap in student performance?

ELL is the leading cause for the gap in student performance.

## Social Studies

### SOCIAL STUDIES DATA ANALYSIS AND SUMMARY

Gladiola Elementary, 2009-2010

#### MEAP DATA

#### MEAP – “All Student” Analysis

1. Overall, are your students scoring within 10% of the state average in social studies?  
*Our students scored 71%. This is within 2% of the State Average which is at 73%.  
This data comes from the feeder school reports to reflect Gladiola students that the 6<sup>th</sup> grade MEAP Social Studies test at Jackson Park.*
2. When you look at the percentage of students scoring 1's, 2's, 3's and 4's, what trends do you see? (should see movement toward an increasing percentage of 1's).  
*As our 4<sup>th</sup> grade students leave they are two years away from taking the 6<sup>th</sup> grade MEAP Social Studies test at the newly configured intermediate school. Our male and female subgroups are within two percentage points of each other for the category of 1's and 2's. Males scored 70% and females scored 72%. The trend of scoring 1's and 2's should increase as data is collected and new strategies are implemented for the newly configured building.*
3. Strengths: What skill areas are your students doing well in?  
*According to Jackson Park's Strand/Item Analysis, our strengths include Civics and Geography.*
4. Challenges: When comparing your school with the district and state, which skill areas are challenges for your students?  
*According to Jackson Park's Strand/Item Analysis, our challenges lie in the areas of History, Economics, and Trade.*

#### MEAP Subgroup Analysis

1. Are any of the subgroups scoring more than 10 percentage points lower than the current state average?

State Average=73%

*Black 58%, Multiracial 55%, Students with Disabilities 39%, English Language Learners 35%*

2. Based on the staff’s review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

*Reading Comprehension and background experiences are challenges for our subgroups as they come from many different cultures and backgrounds. Many have lived in or have experienced poverty during their lifetimes. These issues and lack of experiences lead to problems in the areas of Historical Perspective, Economics and Trade.*

**LOCAL DATA**

**Data Sources Other than MEAP - Analysis**

What measures other than MEAP will be used to monitor student progress in social studies? Include measures for each grade level in your building and indicate the criteria for success for each (add rows as needed).

<b>Name and Type of Measurement Instrument</b>	<b>Grade Level(s) Assessed</b>	<b>Criteria for Success</b>	<b>Percentage of students achieving criteria for success</b>
District Assessment GE 1:1	1	80%	78%
District Assessment GE2:1	2	80%	88%
District Assessment GE3:2	3	80%	77%
District Assessment GE 4:1	4	80%	93%
District Assessment WR:3 Content and Ideas	K-4	3-4	NA

**Data Sources Other Than MEAP – Subgroup Analysis**

*The data above is not currently available by subgroup, but will be for the 2010-2011 school year.*

1. Are any of the subgroups scoring more than 10 percentage points lower than the overall student population?

NA

2. Based on the staff’s review of this data and information, what has the school staff determined to be the leading cause(s) for the gaps?

NA

3. What trends have been identified in subgroup performance when looking at 3 years of data?

NA

**COMPARISON BETWEEN DATA SOURCES**

*Students demonstrate a increase level of proficiency in both MEAP and Local Social Studies data.*

1. Were there any discrepancies between the sets of data? If so:

How do additional data sources compare?

Are the data from the additional data sources congruent with MEAP results?

What discrepancies were noted?

How are these different data sources used for planning purposes?

**OVERALL SOCIAL STUDIES DATA SUMMARY**

- 1. Are any grade level(s) not meeting the criteria for grade level proficiency that would be identified as a challenge area?  
*First grade is currently scoring two percentage points below our target goal of 80% on the District Standard GE1:1. Third grade is scoring three percentage points below our target goal of 80% on GE 3:2.*
- 2. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?  
*Our students have difficulty in the area of Historical Perspective. This lack of background knowledge coupled with a limited vocabulary can create holes in their learning.*

<b>Grade Level</b>	<b>Challenge Identified</b>	<b>Factors Identified</b>
1	GE 3:1	Historical Perspective/ Background Knowledge
3	GE3:2	Historical Perspective/ Background Knowledge

3. How has student achievement changed over the last 3 years (overall and by subgroup)?

*This information is not available at this time due to the new reconfiguration of the 5/6 intermediate building and the shuffling of standards within our curriculum.*

4. Based on a review of all of the social studies data and staff discussions, summarize your conclusions regarding the strengths and challenges of student learning needs in social studies.

b. Challenges: *Civics and Geography*

a. Strengths: *History, Economics and Trade*

### **CONNECTION FROM DATA TO GOAL**

1. **Goal:** *All students will be proficient in social studies.*

3. **Gap Statement:** For the goal listed above, what is the gap between where you are and where you want to be?  
*Jackson Park students need to gain nine percentage points in order to achieve eighty percent proficiency on the 6<sup>th</sup> grade MEAP Social Studies assessment.*

3. **Cause for Gap:** What have you identified as the leading cause for this gap in student performance?

*Reading Comprehension and background experiences are challenges for our subgroups as they come from many different cultures and backgrounds. Many have lived in or have experienced poverty during their lifetimes. These issues and lack of experiences lead to problems in the areas of Historical Perspective, Economics and Trade.*

### **Summary of Student Achievement Data**

Overall, students at Gladiola Elementary School are performing well on the MEAP tests in all content areas, and are meeting AYP for Reading and Math.

Reading comprehension, including vocabulary, is the one area that continues to surface as a critical need across ALL content areas as a result of teachers conducting annual reviews of overall MEAP scores, strand performance and item analysis. Items that require students to read lengthier questions and multiple answers, regardless of the content area being tested, give students more difficulty. If students across all grades and in all content areas were better readers, their test scores would improve.

Local district assessment standards aligned with challenge areas on the MEAP tests are identified and monitored as a second source of data for teachers. Local data results usually align with MEAP findings. The writing process, reading comprehension, multiplication and division and vocabulary are areas that local district assessments indicate as areas needing improvement.

### **Student Perception Data (if applicable)**

NA

### **Summary of Student Perception Data**

NA

### **Staff Perception Data**

A Staff Perception Survey was conducted at the beginning of the end of 2<sup>nd</sup> semester. There was a 100% return rate. The result of the survey from staff members was positive in some areas and had areas

of concern. At least 75% or more marked “agreed or strongly agreed” on areas such as instructional programming is challenging, good communication with parents, provides an atmosphere where students can succeed, increase in student achievement through teacher use of student Achievement data, and we follow our comprehensive school improvement plan . Areas of improvement are the principal becoming a better instructional leader in the building, more uniformed procedures for all areas of the building, and stronger parent involvement.

### **Summary of Staff Perception Data**

Although we had many positive scores, there are things the principal and staff need to work on to make the atmosphere at Gladiola Elementary a more positive learning environment.

### **Parent Perception Data**

A Parent Survey was conducted with Gladiola parents at the winter Parent-Teacher Conferences and the end of the year yearbook signing celebration. The result of the survey for the most part was very positive. Parents answered “agree or strongly agree” with most questions. There are two areas that need attention. One is a building issue and the other is a district issue.

We had a very low number of surveys returned, only about 20%. We will look into strategies on how to get more parents to return the survey.

### **Summary of Parent Perception Data**

Overall, the parent surveys that were returned were positive Gladiola. There are a few areas of parent concern that will be addressed next year.

### **Process/Programs Data**

The 40 Michigan School Improvement Rubrics were used to examine Process and Program Data. The 40 rubrics were completed during School Improvement Meetings, and any staff member that wanted to be a part of the process was encouraged to participate. Parents serve as regular members of the school improvement team. Dialog included the gathering of evidence to verify that the rubric self evaluation was documented and that we were held accountable for our results. Our findings were then shared with the entire staff and parents.

A review of the past 3 years of process profile data (Ed YES!, 40 essential rubrics) indicate that Gladiola Elementary has implemented or is exemplary in almost all of the benchmarks under the 5 strands. The s few areas that received a "partially implemented" score for 3 consecutive years were:

II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.2.A.1 Staff Participates in Learning Teams: All instructional staff has the skills to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

IV.1.A.2 Diversity: The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.2.A.2 Diversity: In order to benefit the diverse student body represented at the school, the school reaches out to the community organizations that reflect this diversity. The voice of the community organizations are represented in the school.

## Summary of Process/Program Data

Gladiola plans on doing a book study and professional development that will help with some of the deficiencies that the building has in these areas. We will also be purchasing materials to help the teachers.

## Summary Conclusions

Using the information obtained in our study of our comprehensive needs assessment, targeted areas of improvement were identified by building stakeholders (professional and non-professional staff members, parents, and administrators). Goal areas were developed based upon our analysis of existing gaps described in the data listed above. Gaps in demographic, student achievement, process and perception data were all considered. Once goals were identified they were shared with all staff members, parents, and students.

Based on the analysis of the data results, the Gladiola Elementary stakeholders have developed the following goals for the school wide plan:

- a. All students will be proficient in Reading.
- b. All students will be proficient in Writing.
- c. All students will be proficient in Mathematics
- d. All students will be proficient in Science
- e. All students will be proficient in Social Studies

## 2. Schoolwide Reform Strategies

On the following pages strategies under each goal are described in detail. Strategies listed address the needs of all students based on a review of the data. Specific strategies to target at-risk students can be found on the bottom part of the goal pages.

The following strategies are fully utilized within Gladiola Elementary to help all students reach state standards:

- ELL teachers and para for English Language Learners
- Literacy Coach is contracted (.1 part of a year) providing support to classroom teachers by peer review, modeling and providing professional development.
- A after school TEAM 21 program during the year.
- Reading comprehension strategies that emphasize content vocabulary.
- Four Blocks structure for ELA block (2 hour block + 1/2 hour daily ELA intervention block).
- Paraprofessionals to provide extra support to the classroom teachers during interventions.
- RTI (Response to Intervention) is implemented in grades K-4.
- Child Study team made up of school personal with an invitation to parents meets to develop and implement and evaluate an individualized student plan for academic and behavioral concerns.

Core committees review the student performance data and based on the findings do a thorough investigation of effective strategies to address our needs. The research to support each strategy is specifically identified immediately following the strategies on the following goal pages.

Review and sharing of effective strategies to improve student achievement are shared formally and informally through many avenues across the building. Building-wide strategies and/or resources are reviewed and discussed by the School Improvement Team prior to implementation and/or purchase. A key part of any decision is a review of the research that supports a strategy or purchase.

Gladiola Elementary conducts a comprehensive needs assessment annually as part of the continuous improvement process. The primary sources of data that provide focus and direction to West's School Improvement planning process include, but are not limited to:

**1. Student Achievement Data:** MEAP, ELPA, and District Standards-based data (all district standards are aligned with state GLCE's)

**2. School Program/Process Data:** "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually. Team 21/21st Century afterschool program for at-risk students) evaluations and regular review of attendance and discipline data.

**3. Student/Teacher/Parent perception data:**

**a. Student Perception Data:** A student survey will be administered during the 2010-11 school year to gather

formal perception data from students for their experiences at West . Informal data is also gathered on an "as needed" basis.

**b. Teacher Perception Data:** The school improvement team surveys staff as issues arise that are critical to the success of the school improvement process. These steps ensure that the school improvement team receives feedback from all staff to ensure that all teachers feel involved in the building school improvement process. Staff members are always invited and encouraged to attend school improvement meetings. Agendas are sent out in advance and minutes sent immediately after meetings to ensure everyone "stays on the same page".

**c. Parent Perception Data:** a survey is given to all parents annually as a means of getting formal feedback. Informal communication/concerns expressed by parents is also readily shared with the school improvement team to ensure that small problems remain small. Regular feedback is also received through the parent organization.

**4. Demographic Data:** is readily available in an aggregate form in the district's profile reports and available by individual student in the data warehouse (the "live" district database). Data is broken out by gender, free lunch, reduced lunch, ELL, students with disabilities, and ethnicity. Total populations of any subgroup can be easily correlated with academic performance. This data base makes it very easy for SI members as well as any staff member, to identify special populations that need targeted strategies down to the identification of the individual student.

Gladiola Elementary provides daily interventions during the school day for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified Para-educator and other highly qualified instructional staff. Students needing support are identified using district standards and assessment data (DIBELS, PASI and PSI). These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including students from all major subgroups.

West Elementary offers after school intervention opportunities after school as well. These intervention opportunities include time after school for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified para-educator and other instructional staff. Students needing support are identified using district standards assessment data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including at-risk students and high performing students.

Gladiola Elementary follows the district standards based curriculum. Some features of this curriculum and how it is implemented at West Elementary:

- District standards group GLCE's to ensure all GLCE's are taught and assessed
- Report cards, sent home quarterly, list mastery level by each standard as one method of communicating student progress to parents
- All teachers in the district, including teachers at Gladiola are involved with the development and ongoing revision of the curriculum
- Standards at each grade level are assessed with a common assessment to ensure a consistent measure of progress
- Teachers have easy access to all grade level curriculum maps on the district website, enabling teachers to easily access standards, resources and assessments for students operating above or below grade level for any reason (including special education students). This ensures a high level of rigor and a continuing focus on standards for all students.
- The standards assessment data is one of the key pieces of data used on an ongoing basis throughout the school year.
- Each standard has defined proficiency (usually 80%) with re-teaching and re-assessing occurring on an ongoing basis until students demonstrate proficiency. Each quarter, teachers receive a printout summarizing each student's progress on each standard.
- Instructional materials are provided by the district in all core area to support teachers as they implement the curriculum. For reading instruction, the primary resource is Houghton Mifflin; for writing instruction, the primary resource is 6 Traits; for math instruction, science and social studies is supported by a variety of resources aligned with standards/GLCE's.

The Title I school wide goals for Gladiola Elementary are the same school improvement goals as the PA 25. Details provided on the goal pages meet all requirements of PA25 and exceed the expectations for schoolwide Title I.

**Goal Name:** Reading

**Student Goal Statement:**

All students will demonstrate improvement towards making proficiency in reading.

**Gap Statement:**

**MEAP Data:**

3<sup>rd</sup> Grade: Fall 2009- 92% of students demonstrated proficiency or above on the Reading Test. (8% gap)

4<sup>th</sup> Grade: Fall 2009- 77% of students demonstrated proficiency or above on the Reading Test. (23% Gap)

5<sup>th</sup> Grade: Fall 2009- 78% of students at Jackson Park Intermediate (which include former Gladiola students) demonstrated proficiency or above on the Reading Test. (22% gap)

Grades 3-5 exceeded A.Y.P. Target for the 2009-2010 school year.

**Subgroup Gap Data:**

3<sup>rd</sup> Grade: Fall 2009- (10% + gap between subgroup and “All Students.”)

- Not Economically Disadvantaged showed an 11% gap.
- English Language Learners showed a 15% gap.

3<sup>rd</sup> Grade: Fall 2009- (10% +gap between subgroups)

- 11% gap between White and Hispanic subgroups.
- 15% gap between Economically Disadvantaged and Not Economically Disadvantaged.
- 18% gap between Not English Language Learners and English Language Learners.

4<sup>th</sup> Grade: Fall 2009- (10% + gap between subgroup and “All Students.”)

- Hispanic subgroup showed a 17% gap.
- English Language Learners showed a 16% gap.

4<sup>th</sup> Grade: Fall 2009- (10% + gap between subgroups)

- 25% gap between White and Hispanic.
- 16% gap between Black and Hispanic.
- 22% gap between Multiracial and Hispanic.
- 19% gap between Not Economically Disadvantaged and Economically Disadvantaged.
- 20% gap between Not English Language Learners and English Language Learners.

5<sup>th</sup> Grade: Fall 2009- (10% + gap between subgroup and “All Students.”)

- Multiracial showed a 10% gap.
- English Language Learners showed a 23% gap.

5<sup>th</sup> Grade: Fall 2009 (10% + gap between subgroups)

- 19% gap between White and Black.
- 20% gap between White and Hispanic.
- 21% gap between White and Multiracial.
- 22% gap between Not Economically Disadvantaged and Economically Disadvantaged.
- 26% gap between Not English Language Learners and English Language Learners.

### **Local Data-Scholastic Reading Inventory (S.R.I.)**

#### **2009-2010 School Year:**

2<sup>nd</sup> Grade- 46% of students scored proficient or advanced on the S.R.I. Reading Test.

3<sup>rd</sup> Grade- 52% of students scored proficient or advanced on the S.R.I. Reading Test.

4<sup>th</sup> Grade- 56% of students scored proficient or advanced on the S.R.I. Reading Test.

Subgroup data showed that Limited English Proficiency Students, Hispanic, Economically Disadvantaged, and Black/African American Students had the most significant gaps on this assessment. (10%+)

### **Cause for Gap:**

Students in our school come from many different cultures and background experiences. Many live in, or have experienced, poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them. Vocabulary exposure and literacy opportunities may be limited for E.L.L. students. Therefore, they struggle to make connections between texts and their lives.

### **Success Criteria and multiple measures/sources of data used to identify this gap in student achievement:**

- MEAP Reading Item Analysis and School Demographic Reports
  - ELPA (English Language Performance Assessment)
  - S.R.I. (Scholastic Reading Inventory) A nationally norm assessment given at the beginning of the school year and at the end of each quarter in Grades 2-4.
  - A.R. (Accelerated Reader) Reading Practice Diagnostic Reports
- ED YES! Select Challenge Strands
- MEAP Reading Test- An increased number of students scoring in the 1 and 2 category of the test and fewer students scoring in the 3 and 4 categories.
  - ELPA- An increased number of students scoring a 3 or 4 and fewer scoring a 1 or 2.
  - S.R.I. (Which is also our local data RD:2)- End of the year Lexile Levels will be the following:
    - 2<sup>nd</sup> Grade students will have a Lexile Score of 300 or higher by the end of the year.
    - 3<sup>rd</sup> Grade students will have a Lexile Score of 500 or higher by the end of the year.
    - 4<sup>th</sup> Grade students will have a Lexile Score of 600 or higher by the end of the school year.
  - A.R. (Accelerated Reader) - All students will be at grade level in reading according to the A.R. Reading Practice Diagnostic Report. (1<sup>st</sup>-4<sup>th</sup> Grade)

ED YES! Select Challenge Strands- Gladiola's score will move from "Partially Implemented" to "Implemented."

### **Objective Name:**

Improving student achievement in reading.

### **Objective Statements:**

94% of 3<sup>rd</sup> Grade students will be proficient in reading by Fall 2010 according to MEAP.

78% of 4<sup>th</sup> Grade students will be proficient in reading by Fall 2010 according to MEAP.

83% of 5<sup>th</sup> Grade students will be proficient in reading by Fall 2010 according to Feeder Report.

According to MEAP Subgroup analysis:

79% of 3<sup>rd</sup> Grade English Language Learners will be proficient in reading by Fall 2010 according to MEAP.

69% of 4<sup>th</sup> Grade English Language Learners will be proficient in reading by Fall 2010 according to MEAP.

57% of 5<sup>th</sup> Grade English Language Learners will be proficient in reading by Fall 2010 according to MEAP.

Local Data- Scholastic Reading Inventory:

50% of 2<sup>nd</sup> grade students at Gladiola will score proficient or advanced by Spring 2011.

55% of 3<sup>rd</sup> grade students at Gladiola will score proficient or advanced by Spring 2011.

60% of 4<sup>th</sup> grade students at Gladiola will score proficient or advanced by Spring 2011.

Subgroup Analysis for S.R.I.

30% of Black/African American students will score proficient or advanced by Spring 2011

45% of Economically Disadvantaged students will score proficient or advanced by Spring 2011.

40% of Hispanic students will score proficient or advanced by Spring 2011.

32% of Limited English Proficiency will score proficient or advanced by Spring 2011.

**Strategy Name:**

Reading Comprehension

**Strategy Statement:**

All teachers will provide purposeful instruction of reading comprehension strategies during “Guided Reading” in Language Arts with a stronger focus on inference, drawing conclusions, connections, and comparison. The selection of the strategy taught/reviewed will be determined by the teacher according to student needs. Particular attention will be paid to our English Language Learner subgroup to improve reading comprehension.

**Select Challenges:**

After reviewing our School Process Profile (ED YES!) using 3 consecutive years of data, the following Strands/Benchmarks were chosen as a focus:

- Strand III.2.A.1 Personnel and Professional Learning/Collaboration  
Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.
- Strand IV 1.A.2- Diversity/Communication-  
The school places particular value on the diversity of its population. It demonstrates this belief through the diversity communication systems taking into account language, culture, economic status, and belief systems. Staff members are

constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

- Strand IV 2.A.2- Diversity/Community Involvement-

In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

A book study that supports our low subgroups and building needs will be conducted in order to strengthen these challenge areas of ED YES!

**Research Citations:**

- Strategies That Work- Stephanie Harvey & Anne Goudvis
- Classroom Instruction That Works with English Language Learners- Jane D. Hill & Kathleen M. Flynn
- Houghton-Mifflin Publishing, 2002

Renaissance Learning, 2006

**Activity Name:**

- Book study of Classroom Instruction That Works with English Language Learners by Jane D. Hill & Kathleen M. Flynn
- E.L.L. strategy training/follow up with Casey Gordon from Kent Intermediate School District
- Use of E.L.L. Strategy Flipbooks from Kent Intermediate School District
- Assessment and evaluation of data from MEAP, S.R.I., and Accelerated Reader
- Use of Houghton-Mifflin anthology stories and questions focusing on inference, drawing conclusions, connections, and comparison
- Paraprofessional support to reinforce classroom instruction
- Literacy Night

**Activity Description:**

- Instructional staff will read and discuss the strategies presented in the book Classroom Instruction That Works with English Language Learners by Jane D. Hill & Kathleen M. Flynn.
- Teachers will use strategies presented in the book study and those offered from Professional Development with Casey Gordon from K.I.S.D.
- Teachers will use appropriate strategies presented in the E.L.L. Flipbooks from K.I.S.D.
- Teachers will use data from MEAP, S.R.I., and Accelerated Reader to guide instruction.
- Teachers will use the anthology stories from Houghton-Mifflin to teach the reading comprehension strategies of inference, drawing conclusions, connections, and comparison.
- Paraprofessionals will provide intervention instruction focusing on, but not limited to, reading comprehension strategies, phonics, and phonemic awareness as determined by the classroom teacher.
- Teachers will participate in Literacy Night.

**Planned staff responsible for implementing activity:**

All instructional staff, including teachers and paraprofessionals, will be responsible for implementing the activities.

**Monitoring:**

The principal will monitor the implementation of the activities through classroom observations, attendance at professional development, and reports generated by Accelerated Reader, Scholastic Reading Inventory, and MEAP.

**Planned Timeline:**

<b>Begin Date</b>	September, 2010
<b>End Date</b>	June, 2011

**Resources:**

- Professional Development- Classroom Instruction That Works with English Language Learners by Jane D. Hill & Kathleen M. Flynn for all instructional staff
- Professional Development- E.L.L. Strategy Flipbooks from Kent Intermediate School District for all staff
- Professional Development- Cross-Cultural Competencies Flipbooks from KISD
- Professional Development- Children of Poverty Flipbooks from KISD
- Professional Development- Parent Volunteers Flipbooks from KISD
- Instructional Para educators
- E.L.L. Para educator

**Budgeted amount:**

- \$500 for Classroom Instruction That Works With English Language Learners
- \$60 for Professional Development- E.L.L. Strategy Flipbooks from Kent Intermediate School District for all staff
- \$60 Professional Development- Cross-Cultural Competencies Flipbooks from KISD
- \$60 Professional Development- Children of Poverty Flipbooks from KISD
- \$21 Professional Development- Parent Volunteers Flipbooks from KISD
- \$ for Intervention Para educator
- \$ for ELL teacher
- \$116,000.00 for Instructional Para educators
- \$500 Literacy Night- Refreshments and activity materials

**Goal Name:** Writing**Student Goal Statement:**

All students will demonstrate improvement towards making proficiency in writing.

**Gap Statement:**

**MEAP Writing Data:** (Writing data was not reported for MEAP Fall 2009)

3<sup>rd</sup> Grade: Fall 2008- 64% of students scored proficient or above on the writing test. (36% gap from goal of 100%, 4% above state average.)

4<sup>th</sup> Grade: Fall 2008- 31% of students scored proficient or above on the writing test. (69% gap from goal of 100%, 13% gap between state average (44%))

5<sup>th</sup> Grade: Fall 2008- 65% of students scored proficient or above on the writing test. (35% gap from goal of 100%, 6% above state average.)

There was not a 10%+ gap in any subgroup except for in 4<sup>th</sup> grade with our Hispanic subgroup. (10% gap)

**Local Assessment Data (District Standard WR: 2) from 2009-10:**

Kindergarten: 56.6% of students demonstrated proficiency on our district writing assessment.

1<sup>st</sup> Grade: 49.1% of students demonstrated proficiency on our district writing assessment.

2<sup>nd</sup> Grade: 38.1% of students demonstrated proficiency on our district writing assessment.

3<sup>rd</sup> Grade: 36.1% of students demonstrated proficiency on our district writing assessment.

4<sup>th</sup> Grade: 65.9% of students demonstrated proficiency on our district writing assessment.

Our Local Assessment Writing Data is not available based on subgroup performance at this time.

### **Cause for Gap:**

Written expression can be challenging for students who are learning a second language and/or speaking a different language than that of the test at home. The gap above refers to our Hispanic population, and many times even though these students aren't considered English Language Learners because they have reached a certain level on our district measures, they have difficulty transferring their speaking proficiency to written expression.

### **Multiple measures/sources of data used to identify this gap in student achievement:**

- MEAP Writing Item Analysis and School Demographic Reports, Grade 4
- District Standard WR:2 (Local Assessment) for narrative writing, Grades K-4
- District Standard WR:3 (Local Assessment) for informational writing, Grades 2-4
- ED YES! Challenge Strands

### **Criteria for success and data or multiple measures of assessment that will be used to monitor progress and success of this goal:**

- MEAP Writing Test- More students will score in the "Meets" or "Exceeds" category, and fewer students will score in the "Basic" and "Apprentice" categories.
- District Standard WR: 2- The end of the year expectation for each grade level is 80% or better on the Standards Grading Checklists available on District Intranet Site.
- District Standard WR: 3- The end of the year expectation for each grade level is 80% or better on the Standards Grading Checklists available on District Intranet Site.
- ED YES! Challenge Strands- Gladiola's score will move from "Partially Implemented" to "Implemented."

### **Objective Name:**

Improving student achievement in writing.

### **Objective Statements:**

#### **MEAP**

The MEAP Writing Test will only be given in 4<sup>th</sup> grade starting Fall, 2009.

41% of 4<sup>th</sup> grade students will score proficient on the Fall 2010 MEAP Writing Test.

25% of Hispanic students will score proficient on the Fall 2010 MEAP Writing Test.

### **Local Assessment Data**

Kindergarten: 58% of students will demonstrate proficiency on our district writing assessment.

1<sup>st</sup> Grade: 51% of students will demonstrate proficiency on our district writing assessment.

2<sup>nd</sup> Grade: 40% of students will demonstrate proficiency on our district writing assessment.

3<sup>rd</sup> Grade: 40% of students will demonstrate proficiency on our district writing assessment.

4<sup>th</sup> Grade: 67% of students will demonstrate proficiency on our district writing assessment.

**WR: 3** (Informational, Persuasive, Compare/Contrast Writing) will be a new district assessment that we will use next year to assess this genre of writing.

The MEAP Test now focuses on the informational writing genre.

### **Strategy Name:**

Proficient writing across the curriculum

### **Strategy Statement:**

All teachers will provide purposeful instruction of proficient writing skills during writing instruction across the curriculum. The primary focus will be on using the 6 Traits of writing in language arts, science, and social studies. The selection of the trait taught/reviewed will be determined by the teacher according to students' needs. Particular attention will be paid to our Hispanic subgroup during writing instruction.

### **Select Challenges:**

After reviewing our School Process Profile (ED YES!) using 3 consecutive years of data, the following Strands/Benchmarks were chosen as a focus:

- Strand III.2.A.1 Personnel and Professional Learning/Collaboration  
Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.
- Strand IV 1.A.2- Diversity/Communication-  
The school places particular value on the diversity of its population. It demonstrates this belief through the diversity communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.
- Strand IV 2.A.2- Diversity/Community Involvement-  
In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

A book study that supports our low subgroups and building needs will be conducted in order to strengthen these challenge areas of ED YES!

### **Research:**

- 6+1 Traits of Writing by Ruth Culham
- Northwest Regional Educational Laboratory- Portland, Oregon

### **Activity Name:**

- Use of 6 Traits across the curriculum

- Use of assessment (Standards Grading Checklists) to evaluate student needs.
- Book study of Classroom Instruction That Works with English Language Learners by Jane D. Hill & Kathleen M. Flynn
- E.L.L. strategy training/follow up with Casey Gordon from Kent Intermediate School District
- Use of E.L.L. Strategy Flipbooks from Kent Intermediate School District
- Paraprofessional support to reinforce classroom instruction
- Literacy Night

**Activity Description:**

- Teachers will use the 6 Traits of Writing to teach writing across the curriculum.
- Teachers will use the Standards Grading Checklists (Assessment) to evaluate student needs.
- Instructional staff will read and discuss the strategies presented in the book Classroom Instruction That Works with English Language Learners by Jane D. Hill & Kathleen M. Flynn.
- Teachers will use strategies presented in the book study and those offered from Professional Development with Casey Gordon from K.I.S.D.
- Teachers will use appropriate strategies presented in the E.L.L. Flipbooks from K.I.S.D.
- Paraprofessionals will provide intervention instruction focusing on, but not limited to, writing strategies as determined by the classroom teacher.
- Teachers will participate in Literacy Night

**Planned staff responsible for implementing activity:**

All K-4 teaching staff will be responsible for the activity.

**Monitoring:**

The principal will monitor this activity using walk-through observations, lesson plans, and Standards Grading Checklists to see evidence of the activity.

**Planned Timeline:**

<b>Begin Date</b>	September, 2010
<b>End Date</b>	June, 2011

**Resources:**

- Professional Development- Classroom Instruction That Works with English Language Learners by Jane D. Hill & Kathleen M. Flynn for all instructional staff
- Professional Development- E.L.L. Strategy Flipbooks from Kent Intermediate School District for all staff
- Professional Development- Cross-Cultural Competencies Flipbooks from KISD
- Professional Development- Children of Poverty Flipbooks from KISD
- Professional Development- Parent Volunteers Flipbooks from KISD
- Instructional Para educators
- E.L.L. Para educators

**Budgeted amount:**

- \$500 for Classroom Instruction That Works With English Language Learners
- \$60 for Professional Development- E.L.L. Strategy Flipbooks from Kent Intermediate School District for all staff
- \$60 Professional Development- Cross-Cultural Competencies Flipbooks from KISD
- \$60 Professional Development- Children of Poverty Flipbooks from KISD
- \$21 Professional Development- Parent Volunteers Flipbooks from KISD

- \$ for Intervention Para educator
- \$ for ELL teacher
- \$116,000.00 for Instructional Para educators
- \$500 Literacy Night- Refreshments and activity materials

**Goal Name:** Mathematics

**Student Goal Statement:**

All students will improve on towards making proficiency in math

**Gap Statement:**

**GAP STATEMENT COMPARED TO AYP 2009-2010**

3<sup>rd</sup> Grade AYP: 67% Gladiola: 97%

4<sup>th</sup> Grade AYP: 65% Gladiola: 95%

5<sup>th</sup> Grade AYP: 62% Gladiola Feeder: 83% Jackson Park: 78%

All grade levels are meeting the AYP requirements.

**GAP STATEMENT FROM STATE SCORES**

There is no gap greater than 10% between the state averages and the school averages in third, fourth, or fifth grade. There are also no subgroups that are more than 10% different than the state averages.

**GAP STATEMENT WITHIN SUBGROUPS**

3<sup>rd</sup> Grade: Gladiola average for ALL students 97%.

White 100% Hispanic 100%

4<sup>th</sup> Grade: Gladiola average for ALL students: 95%

Black 83% Hispanic 94% White 97% Multiracial 100%

Students with Disabilities: 80%

The Black student population is scoring 12% lower than the school's average and 11% lower than the Hispanic student population.

The Students with Disabilities subgroup scored significantly lower, but these are students with documented learning disabilities and are receiving appropriate support.

5<sup>th</sup> Grade: Jackson Park average ALL students 78%

Black 67%    White 86%    Hispanic 72%    Multiracial 75%

Students with Disabilities: 38%

Economically Disadvantaged Yes 75%    No 89%

English Language Learners    Yes 70%    No 80%

Formerly Limited English    74%

The Black student population is scoring 11% lower than the school's average and 19% lower than the White student population. The Economically Disadvantaged students scored 14% lower than Non-Economically Disadvantaged students. English Language Learners scored 10% lower than their counter parts. Students with Disabilities scored significantly lower, but these are students with documented learning disabilities and are receiving appropriate support.

### **Cause for Gap:**

Students in our school come from many different cultures and background experiences. Many live in or have experienced poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them.

Vocabulary exposure and literacy opportunities may be limited for ELL and Economically Disadvantaged students. Therefore, they struggle to make connections between texts and their lives.

### **Measures/sources of data used to identify this gap in student achievement and criteria of success and measures that will be used to monitor the progress of this goal:**

MEAP Mathematics item analysis data

District Assessments GM K:3, GM 1:4, GM 2:2, GM 3:4, GM 3:5, GM 3:6, GM 4:3

Scholastic Reading Inventory

ELPA data

Scholastic Math Inventory

Criteria for Success will be based on MEAP, District Assessments, Marzano Pre/Post Vocabulary Test, and Geometry Pre/Post Test, and ED Yes! criteria.

At least 80% of students will score will be proficient (80%) on District Assessments: GM K:3, GM 1:4, GM 2:2, GM 3:4, GM 3:5, GM 3:6, GM 4:3

At least 80% of students will score proficient (80%) on Marzano Post Test and Geometry Post Test

ED Yes! partially implemented standards will move to implemented

MEAP Mathematics scores will increase each year

Scholastic Math Inventory

**Objective Name:**

Increase student achievement in mathematics

**Objective Statements:**

**STATE DATA**

**MEAP Overall Mathematics Scores**

**3<sup>rd</sup> Grade (2009 58% scoring in the Advanced category on the MEAP Mathematics assessment)**

**By 2010, at least 63% will attain Advanced level in mathematics**

**By 2011, at least 68% will attain Advanced level in mathematics**

**By 2012, at least 73% will attain Advanced level in mathematics**

**4<sup>th</sup> Grade (2009 35% scoring in the Advanced category on the MEAP Mathematics assessment)**

**By 2010, at least 40% will attain Advanced level in mathematics**

**By 2011, at least 45% will attain Advanced level in mathematics**

**By 2012, at least 50% will attain Advanced level in mathematics**

**5<sup>th</sup> Grade (2009 at 47% scoring in Advanced category based on Feeder Report)**

**By 2010, at least 52% will attain Advanced level in mathematics**

**By 2011, at least 57% will attain Advanced level in mathematics**

**By 2012, at least 62% will attain Advanced level in mathematics**

**LOCAL DATA**

**Mathematics Standards**

**GM K:3**

**2010-2011 82% of students will score 80% on District Assessment**

**2011-2012 85% of students will score 80% on District Assessment**

**2012-2013 88% of students will score 80% on District Assessment**

**GM 4:3**

**2010-2011 51% of students will score 80% on District Assessment**

**2011-2012 54% of students will score 80% on District Assessment**

**2012-2013 57% of students will score 80% on District Assessment**

**GM 2:2**

**2010-2011 59% of students will score 80% on District Assessment**

**2011-2012 62% of students will score 80% on District Assessment**

**2012-2013 65% of students will score 80% on District Assessment**

**GM 1:4**

**2010-2011 73% of students will score 80% on District Assessment**

**2011-2012 76% of students will score 80% on District Assessment**

**2012-2013 79% of students will score 80% on District Assessment**

**GM 3:4**

**2010-2011 41% of students will score 80% on District Assessment**

**2011-2012 44% of students will score 80% on District Assessment**

**2012-2013 47% of students will score 80% on District Assessment**

**GM 3:5**

**2010-2011 69% of students will score 80% on District Assessment**

**2011-2012 72% of students will score 80% on District Assessment**

**2012-2013 75% of students will score 80% on District Assessment**

**GM 3:6**

**2010-2011 48% of students will score 80% on District Assessment**

**2011-2012 51% of students will score 80% on District Assessment**

**2012-2013 54% of students will score 80% on District Assessment**

**Strategy Name:**

Reading Comprehension strategies that emphasize vocabulary will be taught to students as part of math instruction.

Appropriate ELL strategies will be utilized during mathematics instruction.

Accelerated geometric and measurement instruction to allow for timely remediation and reassessment in geometric and measurement concepts.

**Strategy Statements:**

Reading Comprehension strategies that emphasize vocabulary will be taught to students as part of math instruction.

Appropriate ELL strategies will be utilized during mathematics instruction.

Accelerated geometric and measurement instruction to allow for timely remediation and reassessment in geometric and measurement concepts.

**Select Challenges:**

ED YES!

*Strand III.2.A.1- Staff Participates in Learning Teams*

*Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.*

*Strand IV.1.A.2- Diversity*

*The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.*

*Strand IV.2.A.2- Diversity*

*In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.*

A book study that supports our low subgroups and building needs will be conducted in order to strengthen these challenge areas of Ed Yes.

**Research:**

Classroom Instruction That Works With English Language Learners

By Jane D. Hill and Kathleen M. Flynn

Strategies That Work: Teaching Comprehension for Understanding and Engagement

By Stephanie Harvey and Anne Goudvis

Building Academic Vocabulary- by Robert Marzano and Debra Pickering

English Language Learners Flipbooks from KISD

Cross Cultural Competencies Flipbooks from KISD

Children of Poverty Flipbooks from KISD

Parent Volunteers Flipbooks from KISD

**Activity Name:**

Professional Development on Reading Comprehension Strategies targeted for ELL learners Professional Development on Marzano Strategies

Review by staff of Assessment and Evaluation Data collected

Paraeducators to assist with mathematic instruction and remediation

Paraeducators to assist with mathematic vocabulary instruction

**Activity Description:**

Staff will review content of book Classroom Instruction That Works With English Language Learners as a group.

The mathematics chair will provide teachers with a pre/post test for grade level vocabulary assessments.

The mathematics chair will provide teachers with a pre/post test for grade level geometry and measurement concepts (from Scott-Foresman Diagnostic Kit).

Teachers will participate in Math Night

**Planned staff responsible for implementing activity:**

All certified staff will be responsible for implementation of activities.

Paraeducators will be responsible for utilizing the ELL strategies and instructional strategies provided by the teacher.

**Monitoring:**

The principal will monitor the implementation of activities through lesson plans, walk through observations, and professional development minutes.

**Planned Timeline:**

<b>Begin Date</b>	Fall 2010
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<b>End Date</b>	Spring 2011
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**Resource:**

Professional Development-Classroom Instruction That Works With English Language Learners (text books)

Professional Development- English Language Learners Flipbooks from KISD

Professional Development- Cross Cultural Competencies Flipbooks from KISD

Professional Development- Children of Poverty Flipbooks from KISD

Professional Development- Parent Volunteers Flipbooks from KISD

Instructional Paraeducators

ELL Paraeducators

**Budgeted amount:**

- \$500 for Classroom Instruction That Works With English Language Learners
- \$60 for Professional Development- English Language Learners Flipbooks from KISD
- \$ 60 for Professional Development- Cross Cultural Competencies Flipbooks from KISD
- \$60 for Professional Development-Children of Poverty Flipbooks from KISD
- \$21 for Professional Development- Parent Volunteers Flipbooks from KISD
- \$        for ELL Paraeducator
- \$        for intervention Paraeducator
- \$116,000.00 for Instructional Paraeducator
- \$500 Math Night- refreshments and activities

**Goal Name:** Science

**Student Goal Statement:**

All students will improve on towards making proficiency in science

**Gap Statement:**

MEAP Data:

77% of Gladiola 5<sup>th</sup> Graders scored proficient on the fall 2009 MEAP Science Test. This is 23% below our goal of 100% proficiency and 4% below state average.

Fall 2009 MEAP science data showed a:

- 10% point difference between Black, not Hispanic
- 11% point difference between Hispanic
- 29% point difference between English Language Learners

**Cause for Gap:**

Review of MEAP data item analysis indicates low scoring on tests questions because they are worded in a difficult manner.

**Multiple measures/sources of data used to identify this gap in student achievement and success criteria to monitor student progress of this goal.**

MEAP science tests

Wyoming Public Schools local assessments aligned with state GLCE's.

ELPA (English Language Proficiency Assessment)

SRI (scholastic reading inventory)

Parent surveys

School profile data (ED YES!)

MEAP: Fewer students scoring in the “basic” and “apprentice” categories.

Increase the number of students scoring in “meets” and “exceeds” categories on the MEAP science test.

LF\_:1, LF\_:2 – All 1<sup>st</sup> – 4<sup>th</sup> grade students will be proficient.

School profile data (ED YES!)- Gladiola's scores will move from “Partially Implemented” to “Implemented.”

**Objective Name:**

Improving student achievement in science.

**Objective Statement:**

80% of 5<sup>th</sup> Grade students will score as proficient on the MEAP test.

- 2010, year one – 80%
- 2011, year two – 83%
- 2012, year three – 86%

**Strategy Name:**

Vocabulary development

**Strategy Statement:**

Teachers and support staff will focus on science vocabulary using the Marzano word-study approach.

**Select Challenges:**

ED YES!

**Strand III.2.A.1- Staff Participates in Learning Teams**

*Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.*

**Strand IV.1.A.2- Diversity**

*The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.*

**Strand IV.2.A.2- Diversity**

*In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.*

A book study that supports our low subgroups and building needs will be conducted in order to strengthen these challenge areas of Ed Yes.

**Research:**

- Marzano Academic Vocabulary
- Seven Keys to Comprehension (Zimmerman, Hutchens)
- Strategies That Work (Stephanie Harvey)
- Classroom instruction that works with English Language Learner

**Activity Name:**

- Reading Comprehension using vocabulary development
- Staff book study “Classroom Instruction That Works With English Language Learners” By Jan D. Hill and Kathleen M. Flynn

**Activity Description:**

Reading Comprehension using vocabulary development

**Planned staff responsible for implementing activity:**

All instructional staff will be responsible for implementation of vocabulary development and understanding including para-pros and teachers.

**Monitoring:**

The Principal will monitor the implementation and use science words found in science journals.

**Planned Timeline:**

<b>Begin Date</b>	Begin Date: Sep 2010
<b>End Date</b>	End Date: May 2011

**Resources:**

- “Classroom Instruction That Works With English Language Learners” by Jane F. Hill and Kathleen M. Flynn
- E.L.L Flip resource books from Kent Intermediate School District

**Budget amount:**

- \$500 for Classroom Instruction That Works With English Language Learners
- \$60 for Professional Development- English Language Learners Flipbooks from KISD
- \$ 60 for Professional Development- Cross Cultural Competencies Flipbooks from KISD
- \$60 for Professional Development-Children of Poverty Flipbooks from KISD
- \$21 for Professional Development- Parent Volunteers Flipbooks from KISD
- \$        for ELL Paraeducator
- \$        for intervention Paraeducator
- \$        for ELL teacher
- \$116,000.00 for Instructional Paraeducator
- \$500 Science Night- refreshments and activities

**Goal Name:** Social Studies

**Student Goal Statement:** All students will demonstrate improvement towards making proficiency in social studies.

**Gap Statement:**

. Gladiola Elementary is a feeder school to Jackson Park Intermediate School.

2009

State Average-73%

71% of sixth grade students at Jackson Park scored proficient on the Fall 2009 MEAP Social Studies test.

### 2008

State Average-74%

70% of sixth grade students at Jackson Park scored proficient on the Fall 2008 MEAP Social Studies test.

Over the past three years, Jackson Park students have scored within five percent of the state average.

### Subgroup Data

#### **10% difference from State average**

Asian Pacific Islander 92%

Black 58%

Multiracial 55%

Students with Disabilities 39%

English Language Learners 35%

#### **10% difference within subgroups at Jackson Park**

Economically Disadvantaged Yes 66% No 85%

English Language Learners Yes 35% No 75%

\*Asian/ Pacific Islanders and scored significantly higher than other ethnicities.

### **Cause for Gap:**

A review of MEAP data shows that “Historical Perspective” is a difficult area for our students. Students in our school come from many different cultures and background experiences. Many live in or have experienced poverty during their lifetimes. These factors may contribute to a limited vocabulary and difficulty comprehending ideas/concepts that are new to them.

Vocabulary exposure and literacy opportunities may be limited for ELL and Economically Disadvantaged students. Therefore, they struggle to make connections between texts and their lives.

Students with disabilities are a subgroup that shows a gap in achievement scores. These students are documented to have learning disabilities and receive appropriate support.

**Multiple measures/sources of data you used to identify this gap in student achievement and success criteria for monitoring student progress of this goal:**

**District Standards**

Social Studies-GE1:1, GE 2:1, GE 3:2, GE 4:1

Lang. Arts-WR 3:K.1,2,3,4, Content & Ideas category

**MEAP**

6<sup>th</sup> Grade Social Studies Assessment

**ED YES**

Select Challenge Strands

District Social Studies and Language Art Standards

\*6<sup>th</sup> Grade Social Studies Assessment

**Objective Name:** Improving student achievement in social studies.

**Objective Statement:**

**District Standards**

Social Studies Standards

GE1:1

2010-2011 78% of students will score 80% on District Assessment

2011-2012 81% of students will score 80% on District Assessment

2012-2013 84% of students will score 80% on District Assessment

GE2:1

2010-2011 88% of students will score 80% on District Assessment

2011-2012 91% of students will score 80% on District Assessment

2012-2013 94% of students will score 80% on District Assessment

GE3:2

2010-2011 77% of students will score 80% on District Assessment

2011-2012 80% of students will score 80% on District Assessment

2012-2013 83% of students will score 80% on District Assessment

GE4:1

2010-2011 84% of students will score 80% on District Assessment

2011-2012 87% of students will score 80% on District Assessments

2012-2013 90% of students will score 80% on District Assessment

### Standards Checklist For Writing

#### WR:3 Content & Ideas Category

2010-2011 74% of all students will score a 3 or 4

2011-2012 77% of all students will score a 3 or 4

2012-2013 80% of all students will score a 3 or 4

### MEAP Social Studies Assessment

2010-2011 74% of students will score proficient

2011-2012 77% of students will score proficient

2012-2013 80% of students will score proficient

### **Strategy Name:**

\*Reading Comprehension strategies will be taught as part of Social Studies.

\*Appropriate ELL strategies will be utilized during Social Studies instruction.

### **Strategy Statement:**

\*All teachers will provide purposeful instruction using the reading comprehension strategy of comparing/contrasting and writing instruction focused on Ideas/Organization 6+1 Traits during the Social Studies block.

\*All teachers in grades 1<sup>st</sup>-4<sup>th</sup> will complete five Daily Oral Geography lessons per week with emphasis placed on new vocabulary.

\*All teachers will use the strategies provided in the ELL flipbooks from the Kent Intermediate School District.

\*Intentional review of Social Studies Vocabulary during Social Studies instruction

### **Select Challenges:**

ED YES!

### **Strand III.2.A.1- Staff Participates in Learning Teams**

*Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.*

### **Strand IV.1.A.2- Diversity**

*The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.*

**Strand IV.2.A.2- Diversity**

*In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.*

**Research:**

**Classroom Instruction That Works With English Language Learners**

By Jane D. Hill and Kathleen M. Flynn

**ELL Strategies**

Flipbooks Provided by Kent Intermediate School District

**Strategies That Work: Teaching Comprehension for Understanding and Engagement**

By Stephanie Harvey and Anne Goudvis

**Activity Name:**

**Classroom Instruction That Works With English Language Learners**

By Jane D. Hill and Kathleen M. Flynn

**ELL Strategies**

Flipbooks Provided by Kent Intermediate School District

**Strategies That Work: Teaching Comprehension for Understanding and Engagement**

By Stephanie Harvey and Anne Goudvis

**Activity Description:**

1. Staff will review content of book Classroom Instruction That Works With English Language Learners as a group.
2. The Social Studies chair will provide the MEAP Social Studies rubric and examples of constructed response for staff to practice with students.
3. Review of Writing Checklist scores WR 3: for Content and Ideas Category-Monitor subgroup levels for careful comparison if available.

**Planned staff responsible for implementing activity:**

All instructional staff will be responsible for implementing these activities.

The Social Studies Committee will provide the MEAP materials for Professional Development .

**Monitoring:**

The principal will monitor the implementation of these activities through classroom visitations and attendance at Professional Development. Constant attention will be paid to the most academically at-risk subgroups.

**Planned Timeline:**

<b>Begin Date</b>	Sept. 2010
<b>End Date</b>	May 2011

**Resources:**

Professional Development-Teachers and text Classroom Instruction That Works With English Language Learners

Staff/ESL staff to work and implement strategies with struggling subgroups and monitor progress.

**Budgeted amount:**

- \$500 for Classroom Instruction That Works With English Language Learners
- \$60 for Professional Development- English Language Learners Flipbooks from KISD
- \$ 60 for Professional Development- Cross Cultural Competencies Flipbooks from KISD
- \$60 for Professional Development-Children of Poverty Flipbooks from KISD
- \$21 for Professional Development- Parent Volunteers Flipbooks from KISD
- \$        for ELL Paraeducator
- \$        for intervention Paraeducator
- \$116,000.00 for Instructional Paraeducator
- \$500 Math Night- refreshments and activities

**3. Instruction by Highly Qualified Professional Staff**

**a. Provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements.**

All paraprofessionals at Gladiola Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

**b. Provide an assurance statement that all teachers are highly qualified.**

All teachers at Gladiola Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

**4. Attracting and Retaining Highly Qualified High Quality Staff**

**a. The teacher turnover rate at our school is:**

There is not a high turnover rate at Gladiola Elementary. At the end of the 2008-2009 school year, Gladiola's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings and reorganizing the middle schools. Fifth grade students from all of the elementaries except Oriole Park, were taken out of the elementaries and sent to a newly created 5th/6th grade intermediate school at Jackson Park. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Gladiola continues to be part of the highly qualified staff of Wyoming Public Schools. In the 2009-2010 school year, the district made mid-year cuts which caused there to be some changes in the staff.

**b. The table below identifies the experience level of key teaching and learning personnel:**

<b>Number of Years Teaching Exp.</b>	<b>Number of Teachers</b>	<b>Percentage of Teaching Staff</b>
Over 15 years teaching exp.	7	35%
9-15 years teaching exp.	10	50%
4-8 years teaching exp.	2	10%
0-3 years teaching exp.	1	5%

<b>Degree</b>	<b>Number of Teachers</b>	<b>Percentage of Teaching Staff</b>
BA/BS	5	25%
MA	7	35%
MA + 30	8	40%

**5. High Quality and On-Going Professional Development**

Gladiola Elementary School supports each new staff member with a mentor for a minimum of 15 days during his or her first two years or when a staff member is considered in need of improvement. The continued use of a personal professional development plan in collaboration with other staff on a yearly basis focuses on continual improvement. Professional Development is an essential part of building initiatives.

## 2010-2011 Building Level Professional Development Calendar

Timelines	Activity	Participants	Evaluation
8-2010/6-2011	Book study on “Classroom Instruction That Works With English Language Learners”	Gladiola Teachers	Staff on-line or hard copy survey, attendance logs, and minutes
9-2010	Training in Accelerated Reader program	New teachers to Gladiola	Staff on-line or hard copy survey, attendance logs, and minutes
8-2010/6-2011	Training on ELL strategies through the ISD	Gladiola teachers and Paraprofessionals	Staff on-line or hard copy survey, attendance logs, and minutes
11-4-2010, 1-27-2011, 4-21-2011	95% group for RTI	Gladiola Teachers	Staff on-line or hard copy survey, attendance logs, and minutes
9-2010	Capturing Kids Heart training	Gladiola Teachers	Staff on-line or hard copy survey, attendance logs, and minutes
8 -2010	DIBELS 7.0 training	Gladiola Teachers	Staff on-line or hard copy survey, attendance logs, and minutes

### 6. Parental Involvement

#### a. Describe how parents are involved in the design, implementation and evaluation of the schoolwide plan:

Parent, guardian and community involvement is critical to student success.

At Gladiola Elementary School parents were involved in the development of the plan in the following ways:

1. Parents were sent a letter outlining the goals and asked for input.
2. The plan has been made available to parents.
3. Parents serve as members of the Gladiola Elementary School Improvement Team.

#### b. School Level Parent Involvement Policy

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Principal shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

A. Gladiola expects the parents to be involved in the program, including their participation in the development of the plan;

B. Meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the building may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;

C. Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;

D. Gladiola will provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

E. Gladiola parents will be involved in the planning, review, and improvement of the Title I program;

F. Information concerning school performance profiles and their child's individual performance will be communicated to parents;

G. Gladiola parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;

H. Timely responses will be given to parental questions, concerns, and recommendations;

I. Gladiola will provide coordination, technical assistance and other support necessary to develop effective parental participation activities to improve academic achievement;

J. An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

K. Gladiola parental involvement plan will be coordinated with other high school programs.

L. Other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Principal shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

A. Convenes an annual meeting at a convenient time to which parents of participating children are invited. The building principal will explain the parents' rights to be involved and the school's obligation to develop an involvement plan at this meeting;

B. Will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. Will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. Will provide participating students' parents with

1. timely information about the Title I programs;
2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment

### **c. NCLB Section 1118 Activities**

#### **1. Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress**

Gladiola Elementary assists parents in understanding state's curriculum and assessments in the following ways:

1. Curriculum Nights are an opportunity for parents to become informed of any changes to state's curriculum content standards and benchmarks.

2. Parents are also informed of any changes in grading/recovery policies and assessments through letters, as needed.
3. Parents receive a copy of MEAP scores and SRI Reports and are offered the opportunity to interpret these scores in the SI team.
4. "Parent Connect", an instructional website is available to monitor their child(ren)'s progress in classes, as well as be informed on issues related to attendance, discipline, as well as a direct e-mail connection to facilitate communication with teachers.
5. Parents receive a newsletter with information from teachers, coaches, administrators, about academics as well as extracurricular events.

## **2. Provide materials and training to help parents work with their children**

Parent and student Open House is held the week before school begins to advise parents of behavioral and academic expectations. Curriculum Nights are held to address issues on a variety of topics, such as academics, parenting tips, behavior issues recommended by administrator and social worker.

A "Love and Logic" class will be held in the month of January (4 sessions). Title I funds are used to pay the trainer, provide support materials, snacks, and child care. (\$2000)

## **3. Train staff to build effective parent involvement**

Monthly staff meetings facilitated by the principal to develop effective tools to develop/provide/implement methods for all staff to work effectively with parents.

## **4. Collaborate with other programs to coordinate parent involvement**

- Gladiola Elementary is working to have an active Parent Teacher Organization
- Gladiola Elementary School works together with TEAM 21 to incorporate family activities throughout the school year. A school calendar is provided at the start of the school year detailing said activities to promote parent involvement.
- A district school calendar coordinates all events in order to maximize all parent involvement opportunities.
- All programs will communicate with parents on a regular basis through meetings, newsletters, or conferences

## **5. Provide information in a format and language that parents can understand**

Any and all communication from school is sent home, to the best of the ability of the building, in the language of the parent's choice. This information is gathered in the beginning of the year and becomes a regular part of our information management system. When meetings are held at school an interpreter is available to be sure parents have equal access to the information being shared.

## **6. Provide other reasonable support for parent involvement as parents may request**

The district always looks to support the efforts of school staff in meeting and/or accommodating parents to support their efforts in being involved in their child's education and the school setting in general. These requests are encouraged through any method so parents can have their needs met in a timely and accommodating manner. Although all requests will be heard, not all may be met for a variety of reasons. These reasons should be justified and explained fully to parents and when possible, provide an alternative solution or source for meeting their request.

In the event parents are unable to attend meetings at school a home visit is arranged. Any additional support that is requested by the parents will be honored if at all possible, but is handled on a case by case basis.

## **7. Provide full opportunity for participation of Parents with Limited English Proficiency or with disabilities and for parents of migratory children**

All forms of communication are available to parents in parent-friendly language. School makes every effort to provide all forms of communication through translation services when needed. Translators are also provided at Parent Teacher Conferences as well as other important functions at school. It is vital that information is not only read in parent friendly language but also explained so parents understand.

**8. Describe how you evaluate the parent involvement component of the schoolwide plan:**

Gladiola Elementary School evaluates parent involvement through the use of surveys in the spring, holding parent meetings quarterly, providing a suggestion sheet in the monthly newsletter, and inviting parent input at the SI meetings.

**9. Explain how the results of the evaluation will be used to improve the school-wide program:**

Gladiola Elementary School Improvement team evaluates parent input on a continual basis;

- Suggestions received through our newsletter or during parent meetings or survey's are reviewed by the team and assessed for merit. A plan for improvement is developed in conjunction with parents on the SI Team.
- Data received through the parent surveys is evaluated and areas of need highlighted to devise strategies to improve involvement.
- Suggestions from parent School Improvement members are discussed and areas of need identified and addressed.

**10. Describe the process you followed to develop the school-parent compact which addresses all parents, students and teachers and is a true partnership for learning between the home and school**

Gladiola Elementary Staff worked jointly with a committee of parents to develop the school-parent compact which outlines the responsibilities of the school staff, the parents and the students for academic improvement, including:

1. The school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
2. Parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
3. The importance of parent teacher communication on an on-going basis through at least twice-annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

**11. Describe how the compact is used annually at parent teacher conferences**

The compact is given out at Registration and discussed by Classroom Teachers each year. Parents are given the opportunity to discuss it and ask questions at that time. The compact is then used at Parent Teacher Conferences to assess if each person that signed the compact is following through with what they agreed to.

**12. Attach a copy of the School compact to this plan**

See attachment

**13. Describe how your school provides individual student academic assessment results in language parents can understand, including an interpretation of the results**

Gladiola Elementary provides quarterly report cards, Scholastic Reading Inventory results, MEAP data, and any assessment results in parent friendly language. Teachers maintain communication with parents via phone or e-mail, and provide parents with newsletters.

**7. Preschool Transition Strategies**

Gladiola elementary and the preschool program set a date for the families to come and visit the school. The principal from Gladiola and two teachers from the preschool program greeted the parents. The building had a welcome kit for each student. The principal took the families on a tour of the building, answering any questions of the parents or students. The parents and student were brought to the kindergarten rooms to meet the teachers and see the classroom.

## **8. Teacher Participation in Making Assessment Decisions**

### **a. Describe how teachers participate in the selection, development and use of school based academic assessments.**

Gladiola staff has the opportunity to sit on district committees (including content area committees) with a district appointed chairperson. Staff is involved in creating district assessments through district content area committees. Suggestions/revisions to standards and assessments are made through the content area chairpersons (district and building). Assessments are available to staff on the district website for all grade levels and content areas.

### **b. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.**

Teachers meet with grade level colleagues to discuss student's academic progress and determine adjustments to instruction for students needing more support. Staff has access to a district data warehouse (IGOR) where they can access district standards, MEAP, and ELPA data by student, class, grade level, building, district, and state. Gladiola conducts child study meetings one time per month October-May allowing teachers to discuss student's academic progress with building principal, social worker, and building psychologist. Teachers are encouraged to invite other staff (speech/language pathologist, occupational therapist) who may have expertise or input on the child's needs/progress. Teacher keep a binder for each student with previous literacy assessments, math diagnostic assessments, child study paperwork, DIBELS data, ELPA scores, MEAP scores, and previous report cards. This allows staff to see the student's academic history at Gladiola.

## **9. Timely and Additional Assistance to Students Having difficulty Mastering the Standards**

### **a. Describe your process for identifying students experiencing difficulty mastering the state standards at an advanced or proficient level.**

Gladiola Elementary has developed or arranged easy access to a variety of databases that provide building level administrators and teachers with the information they need to identify the most academically at-risk students. The use of Data Mining, AS400, and IGOR (Kent County's data management system) allows easy access to a variety of data that can be manipulated, reviewed, and sorted in a variety of ways to develop student profiles.

At Gladiola Elementary, a variety of sources of data are utilized to identify the students having difficulty mastering state standards. MEAP data, ELPA data, district developed standards-based assessments, Scholastic Reading Inventory (SRI) measuring reading comprehension (grades 2-12), all are used at Gladiola to identify students that are experiencing difficulty by not meeting proficiency levels necessary to be at grade level.

Classroom teachers and paraprofessionals continually monitor student achievement using daily classroom activities, assignments, common district assessments, and quarterly grade reports.

Data that reflects contributing factors, such as absences, tardies, behavior reports, etc. are also taken into consideration as the school attempts to define strategies to intervene on a student's behalf.

Using the above mentioned measures, the classroom teacher then recommends at-risk students for a Child Study. Wyoming Public Schools utilizes a "Child Study" process for identifying students. Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including: at-risk students and high-performing students.

### **b. Describe your process for providing timely and effective additional assistance to students experiencing difficulty mastering the state standards at an advanced or proficient level:**

For students with continuous concerns, a child study process will be utilized to develop a required plan of assistance. This assistance could include classroom accommodations, team-teaching, Para support, mentor, community agencies, and more as noted in IEP's, 504 plans, or good instruction.

Gladiola Elementary has daily interventions which are a designated block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing. Our TEAM 21 after school programs provides a 45 minute block of time to work on homework or any other school work. Classroom teachers are available to students outside of school hours for additional tutoring and support, and assessment as needed by the students.

**c. Provide a description of how you differentiate instruction to meet the needs of all students in the classroom.**

- Gladiola has Tier II interventions four times a week which are a designated block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing with the teacher as well as assistance of an assigned highly qualified par educator. Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including: at-risk students and high-performing students.
- Tier III interventions are designated for students who are not making progress with Tier I and Tier II interventions based on district standards with the special education teacher, or highly qualified Para educator. The Tier II and Tier III groups change based on students progress and needs through progress monitoring.
- Collaboration is essential, between teachers at the same grade level, between schools, and between grade levels to assure a seamless transition for identifying students with needs and delivering support. Collaboration assures that differentiated needs continue, and is required to better understand the individual student and those practices/programs that deliver maximum support.
- Gladiola differentiates instructional strategies in a timely, effective, additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.
- Teachers receive training on a variety of strategies to meet the ever-changing needs of all students through SI initiatives, District Professional development, or off-site workshops. For those students who need further differentiation, this may occur through a support program tailored to their need, including speech and language, ELL services, special education service steaming, and more within the classroom or as an extension to the school day or year.
- Principal evaluation and walk through also focus on the development of differentiated instruction strategies.
- Differentiated Strategies for Instruction include:
  - \*Summer School
  - \*Small group interventions
  - \*Team/Grade Level meetings
  - \*After school teacher/paraprofessional support
  - \*Team 21 (21st Century Learning Center)
  - \*Intervention groups for targeting reading skills in a small group setting based on students needs and change based on time needed, size of group, types of materials used.
  - \*Math intervention groups - 30 per day to address weak areas on math diagnostic assessment and skills they are working on in class
  - \*Small group writing groups meet with teacher during independent writing time after lessons
  - \*Reduce spelling list or give student an alternative spelling list
  - \*Math homework can be given at students level (different grade level homework books are available from that grade level staff)
  - \*Houghton-Mifflin stories are available on CD for students struggling with reading
  - \*Volunteers, Mentors, and College students read with students in classrooms, assist with assignments, etc.
  - \*Make up songs with kinesthetic actions to reinforce classroom concepts/skills
  - \*Bring in "real world" items students are familiar with into learning such as playing cards used to learn number value playing the card game War
  - \*Use manipulative (cubes/chips for segmenting words, and sound blending), money, base ten blocks, clocks, magnetic letters to aid with spelling, etc.)

**10. Coordination and Integration of Federal, State, and Local Programs and Resources**

Beginning with Even Start, Head Start, Pre-Primary Impaired (PPI) programs, students are continually monitored for effectiveness. This data base has provided information to each program or building as the student moves through elementary, intermediate, middle, high school, and beyond. The information provided, which includes personal, academic, and demographic is utilized for determining the best assistance for individual students and for full program goals and evaluation.

This information is available and used by staff in planning to during a Child Study. This is a formal evaluation of a child's progress by a team, including staff and parents, to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child.

At the district level, use of the consolidated grant provides coordination of funds and support services to provide support to Gladiola staff and students in a coordinated effort. Local agencies provide services on an as needed basis or when the function lies in their expertise area.

Current focus continues to be student programs, but by extending the focus to staff by changing instruction through extensive, sustained professional development, the improved effect will happen for all students, not just those in grant or specialized programs.

Extended opportunities outside the school day and year remain the strongest avenue for the continuous closing of the gap for underachieving children. Duplication has been reduced and numbers of students serviced continues to rise.

Team 21 Century Learning Center (a cooperative effort between Wyoming Public Schools and the City of Wyoming Parks and Recreation Department)after school and summer program is housed at Gladiola and is a considered a vital part of the school community.

This program offers additional academic support to those students identified as academically at risk as determined by standardized test scores (MEAP and SRI)and priority district standards in Language Arts and Math. Ongoing communication between Team 21 staff and Gladiola Elementary teaching staff is a critical part of the program. The principal meets regularly with the Team 21 coordinator to insure alignment with school initiatives and monitor individual student progress.

The Federal SPLASH Grant is a nutrition grant that provides information and activities to students and families about healthy lifestyles and nutrition.

Gladiola Elementary School partners with the county Family Outreach Program. This vital organization provides free counseling and support in the areas of violence prevention, anger management, family and individual counseling.

<b>Schoolwide Component</b>	<b>Funding Source</b>	<b>Goal Areas</b>	<b>Programs</b>
Comprehensive Needs Assessment	Title I	1, 2, 3, 4, 5	Title I
Schoolwide Reform Strategies	Title I, Title IIa, Title III, At-risk 31a, Safe and Drug Free Schools	1, 2, 3, 4, 5	Title I, Title IIa, Title III, At-Risk 31a, Safe and Drug Free Schools
Highly Qualified Staff	Title I, At-Risk 31a	1, 2, 3, 4, 5	All staff meet the NCLB requirements of highly qualified
Attracting and Retaining High Quality Staff	Title IIa	1, 2, 3, 4, 5	New teacher orientation, Mentor/mentee Program, County Level PD, District PD, Meals during extended meetings and workshops, stipends for additional work outside regular calendar
High Quality and On-Going Professional Developments	Title IIa	1, 2, 3, 4, 5	Scholastic inventory training, Accelerated Reading training, ELL training
Parental Involvement Strategies	Title I	1, 2, 3, 4, 5	Curriculum night (open house), Math/science night, Literacy night, Love and Logic classes
Preschool Strategies	Title I	1, 2, 3, 4, 5	Kindergarten registration, Incoming Kindergarten visitation, 4 <sup>th</sup> grade visit to the intermediate school
Teachers Making Assessments Decisions	Title I, Title IIa	1, 2, 3, 4, 5,	Accelerated Reader training, ELL trainings, curriculum mapping, Intervention and Team meetings
Timely and Additional Assistance	At-Risk 31a, Title I, Title III	1, 2, 3, 4, 5	T.E.A.M. 21 afterschool/ summer school opportunities, Interventions, Support, English Language Learner service, Paraprofessional support, Literacy Coach Support
Coordination of Programs and	Title I and district funds	1, 2, 3, 4, 5	The Coordination of Funds is completed by

Resources	Federal Splash grant		the business officials, Assistant Superintendent of Curriculum, Administrators, and staff.
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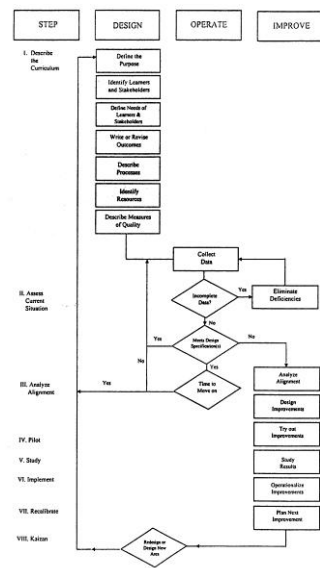
## D. Curriculum Alignment

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team and Building Improvement Teams, continually strive to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

At the building level entire staff works together on three occasions for ½ days during the school year related to curriculum alignment and overall improvement of student achievement. This involves new learning related to proper development, instructing, and assessing the curriculum. In addition each building school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment meetings. The entire building staff meets twice a month in regular staff meetings/department meetings with curriculum issues and our school improvement plan as standing items.

### **Description of District Curriculum Development Process Flowchart**



## E. Use of Community Resources and Volunteers and Resources

Volunteers (fingerprinted and/or criminal background checks as required) play a significant role in continued improvement of achievement rates of Wyoming students. Volunteers, who work in and out of classrooms, on and off school sites, help students to master curriculum objectives on a daily basis. Parent organizations, such as PTA's, PTO's, and Booster Clubs provide many hours of their time to raise funds and/or assist school or programs with their instructional goals. In addition, Wyoming Public Schools is privileged to have a quality adult education/community education program and many education partnerships with local colleges and universities which provide adult students

who are working on internships or student teaching experiences.

We are fortunate to have a city library within our district that provides excellent service to students looking for reading and resource materials for leisure or completion of work. In addition, the library personnel have coordinated and worked with our media specialists to improve services, develop programs, and eliminate duplication.

Other local service agencies, such as the Fine Arts Council, Neighborhood Associations, churches, Police and Fire Departments, Family Outreach, Big Brother/Big Sister, and Network 180 provide programs and services to enhance our curriculum and support services. Businesses have coordinated with our school programs to provide on-the-job opportunities and internships, in addition to materials and training to enhance classroom instruction.

Gladiola Elementary School has worked with a local church to provide mentorship opportunities and supplies for students and their families. The staff has been in-serviced on and use best practice reading strategies and will continue to review and reinforce those strategies until our goal of improving reading comprehension is achieved. We will continue to bring in "experts" in the area of reading/writing and any areas that the SI team feels needs attention. Administrators provide accountability by performing walk-through evaluations of all teachers and provide necessary feedback. School-wide strategies are in place and utilized on a regular basis.

## **F. Adult Roles in Community Education, Libraries, and Community Colleges**

Wyoming Public Schools has defined skills that are promoted, developed, and demonstrated throughout their K-12 experience. These skills are not as much content specific, but those necessary skills for a person to demonstrate as an effective and successful citizen in society. When feasible and practicable, partnerships have been developed with local educational institutions, including libraries, businesses, community colleges and universities, and government to provide instructional opportunities at school or in the community. Each school sets up its partnerships and opportunities based on age appropriateness and student needs.

General Learner Outcomes (GLO's) and Descriptors

1. The student will demonstrate the ability to communicate effectively.
  - \* Demonstrate verbal, quantitative, technical, visual, and aural literacy.
  - \* Demonstrate the ability to communicate in at least two languages, one which is English.
2. The student will demonstrate critical thinking.
  - \* Demonstrate observation skills
  - \* Draw reasonable inferences from observations
  - \* Perceive and make classifications schemes to organize inferences
3. The student will demonstrate creative thinking.
  - \* Demonstrate fluency, flexibility, elaboration, and originality
  - \* Develop intellectual, artistic, and practical ideas and/or products
  - \* Assess creative works by reflecting on the originality, purpose, and quality of work
4. The student will demonstrate skills in problem solving.
  - \* Define problems
  - \* Select appropriate frameworks, strategies, and resources to solve problems
  - \* Implement and evaluate solutions to problems
  - \* Create or adapt to change in social or work life
5. The student will demonstrate skills as a self-directed learner and achiever.
  - \* Demonstrate self-esteem
  - \* Demonstrate self motivation and self-discipline
  - \* Self-assess performance as a learner according to academic, social and personal standards
  - \* Set educational and career goals
6. The student will demonstrate skills for effective social interaction and cooperative work.
  - \* Identify, analyze, and evaluate behavior of self and others in a group situation
  - \* Work cooperatively to accomplish a goal
  - \* Demonstrate values and ethics with concern, tolerance, and respect for others and all cultures

7. The student will demonstrate effective local, state, national, and global citizenship.

\* Contribute time, energy, and talent to improve the welfare of the world community

\* Contribute time, energy, and talent to preserve and enhance the environment

\* Analyze and evaluate possible solutions to social and political problems

8. The student will contribute time, energy, and talent to personal and physical well-being.

\* Self-assess fitness level through knowledge of a healthy life style

## **G. Methods for Effective Use of Technology**

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district has a state approved technology plan through the year 2012 which guides district and school initiatives. At the same time, district technology personnel provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs related to curriculum development, implementation, and assessment as well as the evaluation of programs. Each school side used this information to tailor needs to develop and implement their school improvement plan strategies, including but not limited to school day and extended day opportunities.

In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Each school has constant access to each other school's data, school improvement plans, and more to assist in their efforts for smooth transitioning, effective implementation of their own plans (with ideas and more), and to collaborate on issues as appropriate.

Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices before, during, and after the school year. These resources are continually updated and altered as necessary to meet state compliance, but quality as staff makes recommendations of improvement.

## **H. Description of Development and Use of Alternative Assessment Measures**

Wyoming Public Schools uses and encourages alternative assessments as a compliment state, standardized, and district developed common assessments. These assessments are used to assure authentic demonstration of learning when appropriate and to assure students are provided multiple ways to demonstrate learning. These assessments, developed through the work of district groups are intended for summative in nature, so remain common (although several options for assessment). In addition, school personnel are using and developing the skills to utilize alternative ways to continually provide formative assessments to students in order to guide the child's learning and support the teacher in the need to alter instruction. This professional development is modeled after the assessment work of Rick Stiggins and others to clearly define targets, assure reliable formative and summative assessment, and assure initial and follow-up instruction targets necessary skill and process development. This process, implemented through a 5-7 year process has been delivered and delivered in a scaffolding method to allow differentiation of learning for the instructional staff as well.

Technology plays as an integral part of the evaluation process by providing a means to collect and process large amounts of data in an efficient manner for a variety of purposes from the individual student to the whole district as used by teachers, support staff, school improvement teams, and parents. The district content standards are assessed on a regular basis by district and teacher developed assessments. These assessments are linked to those skills necessary for success beyond school and are shown through paper/pencil, projects, demonstrations, and teacher observations. They are continually reviewed to improve their alignment to content and instruction to insure better reliability in determining student success and areas of need. Performance levels are entered by instructors into an individual student database and are compiled to determine individual, classroom, building, and district curriculum and achievement strengths and weaknesses which are then evaluated as part of the school improvement development and evaluation process.

Our District School Improvement Team has determined additional areas of emphasis (credentialing) for K-12 students and this information in employability skills and career pathways is utilized to drive additional curricular and affective decisions. Building school improvement teams do the same as necessary based on the needs as established through their data analysis and school improvement process implementation. An accomplishment has been the implementation of the Compass Integrated Learning System as a standardized assessment and instructional support tool in grades K-10 in the areas of language arts and mathematics without

boundaries of time (in or outside of school year-around). This system is continually aligned to district standards and courses to allow any student/staff the access to learning or demonstration of learning as a re-learning of material, to compliment learning, or to initiate learning.

### **I. On the Job Learning**

Gladiola Elementary uses presentations, field trips, assemblies, career reports and many books and resources on careers to get students interested in career choices. Some examples are: Safeties, Author Assemblies, Dental Presentations, John Ball Park Petting Zoo, Student tutors, Lunch Helpers, etc.

### **J. Building Level Decision Making**

Gladiola Elementary is increasingly aware of the changes that are taking place at an accelerated rate in today's world. The research indicates that bureaucracies do not, and most likely will not, change quickly enough to respond to these changes.

School-Based Decision Making provides an opportunity to make quicker, more appropriate responses to change because:

- People who work in school have the skills and expertise to make good decisions that impact the quality of work life and student outcomes;
- Empowered people make and act upon decisions that advance the mission of the district; and
- Empowered schools respond to change more quickly and appropriately in the interest of students and the system.

Gladiola Elementary encourages the use of the Decision Making Model. The steps in using the model are:

- Clearly identify the problem based upon reliable short and long-term data.
- Clearly state the decision needing to be made by/for all stakeholders.
- Clearly identify the choices (identify research if necessary) and alternatives to be considered, including expected results.
- Clearly identify any new problems that may arise, costs and timeline for implementation, and evaluation.
- Have stakeholders discuss and weigh the alternatives and criteria and then make a decision based on their quantification.
- Reach consensus, but not concerns.
- Plan the complete implementation and evaluation.

Gladiola Elementary support the Decision-Making Process by providing funds and time, but more importantly encouraging and expecting the process to be used. Each building has a School Improvement Team that develops or updates the school's plan for continuous improvement and follows through by assuring full implementation as well as annual evaluation of the plan. The teams have discretionary/professional development funds to research and implement improvement strategies focused on reaching their goals and may present rationale at the district level for additional funding or support. Time has been made available through collaborative times (building or district PD's or other) for full staffs to work on goals. Core members of the School Improvement Team work outside of regular school time to review staff progress, review data, study, research, learn, and dialogue around current issues. The Building SI chair also is a member of the District SI Team. They are paid an annual stipend for their efforts.

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### **K. Evaluation**

The Gladiola Elementary staff will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process. The school improvement team, including parent representation, meets quarterly and at the end of the year to evaluate progress made during the school year. There are multiple levels at which we review data and make decisions for the upcoming year.

As an ongoing part of implementing the strategies for each school improvement goal, data is specifically reviewed on at least a quarterly basis to identify students that are furthest from achieving the standards. Modifications in strategies are made, if necessary, in an effort to continually find effective methods to accelerate the learning for these lowest achieving students.

When findings are verified whether it is during the year or in an annual evaluation, plans begin to revise by establishing whether the goal will be dropped (fully embedded success) or changed, and if changed, what happens to currently implemented strategies- dropped, altered, or added to. Continuous improvement must be our focus.

## **L. Appendices**

Four-Way Compact	p. 71
Staff Survey	p. 72
Parent Survey	p. 73
Student Survey	p. NA