



LRSP Status Report – June 2012

1.01 ED Personalize Learning SR 2012

Strategic Objective (SO):

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO):

Math, Reading, Writing, Science

Department/School: Emily Dickinson Elementary

Leader: Sharon Navas and Robin Arnold

Team Members:

All Staff

In a year, we hope to see the following progress on this strategic objective:

Progress expected by the end of the year:

K –Target group: students with intensive needs in math will be targeted for 3 % growth

1st—All first grade students targeted for 3% growth in writing skills

2nd—All second graders will show a 3% growth in proficiency on telling time (standard is telling time to 5 minutes)

3rd—All 3rd grade students will show at least 3 % growth in proficiency of math facts (which leads to ability to use higher level math skills).

4th—Readers with intensive needs are targeted to show 3% growth in reading fluency and comprehension (includes 4th grade teachers and library media specialist)

5th—Two target groups: Low and high math groups will show 3% growth

Special Ed team—Targeted first grade students with IEP goals to show 3% growth on goals as determined by IEP team

Health Enhancement Team: Supporting goals of all other grade level teams in health enhancement by teaching Brain Energizers, incorporating reading, math and writing strategies and components into Health Enhancement lessons

PROGRESS SUMMARY

K –Target group: students with intensive needs in math will be targeted for 3 % growth:

Twelve kindergarten students were identified as having an intensive need for support in the area of math. Scores on the easyCBM math benchmark or progress monitoring assessment, district mid year assessment and end of year math assessment were used to monitor growth from fall 2011 to spring 2012. 75% of students in the target group posted growth of at least 3% with an average 27% increase in their assessment scores.

1st—All first grade students targeted for 3% growth in writing skills:

The first grade target group for the strategic objective topic of writing was all students below benchmark in October. According to the data collected as represented by the chart below, the first grade target group had a growth of rate of 65%.

2nd—All second graders will show a 3% growth in proficiency on telling time (standard is telling time to 5 minutes):

Second grade students were administered a pretest and post test on telling time to the 5 minutes on an analog clock. The average growth for all four second grade classrooms was 23.6%.

3rd—All 3rd grade students will show at least 3 % growth in proficiency of math facts (which leads to ability to use higher level math skills):

This year, we worked hard to emphasize the importance of knowing basic math facts with speed and accuracy. In addition to using Rocket Math, 2-minute timings, and the District fact tests, we looked for new ways to incorporate fact practice. This included playing Around the World, practicing facts during evacuation drills, posting facts around the classroom, discussing the real-world application of basic facts, and asking our Health Enhancement teacher to integrate facts in active learning activities. As a result of our intentional use of best teaching practices in the area of basic facts, 81 out of 82 third grade students reached our goal of at least 3% growth in addition and 80 out of 82 third grade students reached our goal of at least 3% growth in subtraction.

4th—Readers with intensive needs are targeted to show 3% growth in reading fluency and comprehension (includes 4th grade teachers and library media specialist):

Comprehension Averages (easyCBM):	Fall - 50%	Spring - 75%
Fluency Averages (easyCBM):	Fall - 85.9	Spring - 138%
Comprehension Averages (3rd/4th CRT Scores):	3 rd (2011) – 86%	4th (2012) – 94%

5th—Two target groups: Low and high math groups will show 3% growth:

Students in the intensive group showed progress on the Easy CBM math assessment, increasing their average from a fall score of 65% to a spring average of 85%, an increase of 31%. A 7% gain was shown on quick recall of addition facts and an increase of 15% on subtraction facts using the district's end of the year fact assessment. Students in the enrichment group improved in individual, partner and team problem solving without requesting adult assistance. In the fall, students requested adult assistance on an average of 30 seconds when starting a problem solving assignment. This request for assistance extended to an average of 1,800 seconds - a gain of 5,900%

Special Ed team—Targeted first grade students with IEP goals to show 3% growth on goals as determined by IEP team:

For Student A: DIBELS Benchmarking for Non-Sense Word Fluency (NWF) began at 12, and had a highest score of 67 on 4/2/12 a gain of 23 sounds. By April of 2012, Student A could identify 120 words from the Dolch Sight Word Checklist for Pre-primer level to 1st grade level. In Oral Reading Fluency (ORF) he began at 12 in January 2012, and ended at 24 in May 2012 which is a gain of 12 words. Child A's goal from January 2011-Jan 2012 was to have 33 letter sounds in one minute and 20 sight words. These goals were met and exceeded based on the data listed above. He is currently working toward a new goal of 45 words per minute at grade level.

For Student B: DIBELS NWF Progress monitoring in DIBELS began at 21 sounds in March 2012, and his highest score of 28 sounds was obtained in May of 2012, which is a gain of 7 sounds. At the beginning of the year he knew all his consonants except for “T”, which was 19 sounds. For ORF in May of 2012 he began at 12 words per minute, and in April 2012 obtained a score of 23 words per minute, which is a gain of 11 words. In December, Student B’s goal was met by reading 30 sight words from the Dolch Sight word checklist. He continued to exceed that goal and read 43 words in March and 57 words in May.

Health Enhancement Team--Supporting goals of all other grade level teams in health enhancement by teaching Brain Energizers, incorporating reading, math and writing strategies and components into Health Enhancement lessons:

Math and number recognition integrated into weekly HE lessons through stations and activities to allow for extra repetition and learning styles. Second grade students were able to practice telling time through kinesthetic movement and warm up activities. Writing strategies and components were used to add rigor and relevance for HE assessment through Health assessments and Quadrant D projects. As HE classroom routine students were exposed to grade level sight and spelling words during warm up and movement activities. Students were awarded toe-tokens as incentives for running before school and at lunch. HE teacher walked with student 3-4 times per week to encourage participation in physical activity for scholastic improvement. Classroom teachers were given a “Brain Energizer” DVD to encourage movement in the classroom and boost academic performance. The Magnificent Mile program was a daily opportunity for students to meet the recommended 60 minutes of physical activity, develop healthy habits, experience the emotional physical and psychological benefits of walking/running, have fun with friends and classmates and improve brain function.