



LRSP Status Report – June 2012

1.01 HY 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, Science, Reading and Writing

Department/School: Hyalite Elementary

Leader:

Building Principal

Team Members:

Hyalite Certified Staff

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

All identified students will have made 3% growth in their targeted area by the end of the 2011-2012 school year and certified staff will increase the number of lessons in which Quadrant D learning opportunities are present by implementing the following action steps:

Action Steps:

1. Introduce growth model to Hyalite staff.
2. Grade level teams will collect and review available reading, math, science, and reading student achievement data.
3. Grade level teams will use student achievement data to identify a target group of students:
 - * Kindergarten: At-Risk Students identified using; DIBELS and Formative Assessments
 - * First Grade: Intensive reading students identified using; Rigby book levels, Words Their Way, DIBELS
 - * Second Grade: Strategic readers identified using; DIBELS, Rigby book levels. Read Naturally Assessments, Read Well Assessments
 - * Third Grade: Intensive math students identified using; 2nd Grade Mid and End-of-Year math assessments, CRT, and EasyCBM
 - * Fourth Grade: Intensive math students identified using; 3rd Grade CRT, EasyCBM, and Formative Assessments
 - * Fifth Grade: Intensive math students identified using; 4th Grade E-O-Y Math Assessment, Fall 2011 EasyCBM, and 4th Grade CRT
4. Grade level teams will develop assessment plans to monitor target group's achievement growth and provide appropriate interventions.
5. Grade level teams will determine the best practices and effective learning tools needed to accomplish growth goals for the target group.
6. Implement best practices.
7. Review data to determine what percent growth was accomplished by target group.

8. Develop lessons utilizing Quadrant D learning opportunities.
9. Design and implement school wide science exploration field trip based on science standards.
10. Develop lessons based on state or Common Core standards.

PROGRESS SUMMARY

Not all identified students made 3% growth in all measures on an individual basis, but all targeted groups, with the exception of first grade, achieved growth at or above the 3% mark as a group for the 2011-2012 school year. Our certified staff increased the number of lessons in which Quadrant D learning opportunities were presented to the students.

Action step evidence:

1. All of Hyalite's certified staff were given the outline of the growth model at the September PIR day.
2. All grade levels reviewed and disaggregated data to determine what group of students would be targeted and what multiple measures would be used to show evidence of academic growth
3. Kindergarten: All students surpassed the goal of learning six additional letters above what they came into kindergarten knowing. Formal and informal interventions were used throughout the school year. On an average, kindergarten students showed a 77% growth in learning letters. As a team the teachers decided to set a more challenging goal for the 2012-13 school year.

1st Grade: Book level growth - all intensive students began either at book level "AA" or "A". Based on reaching instructional level "I" by the end of first grade, all students reached "E" or above which shows 50% growth in leveled reading, on an average our targeted group showed 2.36% growth on the Dibels Nonsense Word Fluency (ranging from 0% growth to 6.37% growth), and on average showed a 1.6% growth on the Dibels ORF assessment (ranging from .625% growth to 3% growth).

Note: Words Their Way was a measure we originally included as another data set and indication of skills to help place students in specific reading skill groups for walk to read. While it is a helpful skill piece it is not necessarily an indicator of reading growth therefore; the scores are not included therein.

2nd Grade: All targeted students showed, on an average, an increase of three or more book levels (average of 14% growth) and an increase in benchmark Dibels ORF of 17% (ranging from -25% growth to 54% growth).

3rd Grade: All targeted students showed, on average, a 22% growth from the mid- to end-of-year math assessments, 13% growth on the CRT assessments, and a 27% growth on the EasyCBM assessment.

4th Grade: All targeted students showed, on an average, 16% growth on the EasyCBM math assessments (ranging from 0% growth to 62% growth) and 33% growth on the 4th grade BOY and EOY assessment (ranging from 14% growth to 65% growth).

5th Grade: All target students showed, on an average, 11% growth on the EasyCBM math assessments (ranging from 4% growth to 30% growth), 24% growth on the 4th grade BOY and EOY assessment (ranging from -11% growth to 40% growth), and 12% growth on the basic math facts assessments (ranging from -4.55 growth to 20% growth). It is believed that our lowest performing student in this target group was not motivated and made a conscience decision to do poorly on the EOY assessments.

4. Each grade level developed an assessment plan that would effectively monitor student academic growth for their targeted group.

5/6. Grade level teams determined what interventions would be provided for the targeted groups of students and monitored the effectiveness of the intervention plans throughout the school year at monthly RtI meetings.

7. Data provided in Action Step Evidence #3.

8. All Hyalite teachers' grades K-5 used the Rigor and Relevance and Quadrant D self-assessment rubric to analyze the quality of their instruction and plan instruction that emphasized more rigor, relevance and positive relationships with students.

A 4th grade teacher participated in the district math leadership meetings, and a 2nd grade teacher participated in the district english language arts leadership meetings, both emphasizing Quadrant D instruction for students and each teacher reported out to the staff.

9. We are currently planning an Outdoor Education Day for the fall of the 2012-13 school year that will focus on scientific exploration.

10. First grade teachers designed their first math unit for the 2012-2013 year following the Understanding by Design model and incorporating the Common Core State standards in math and the Common Core mathematical practices.

Several teachers attended the workshop facilitated by Sue Gendron which emphasized Rigorous and Relevant learning experiences for students to understand Common Core state standards.