LRSP Status Report – June 2012

1.01 MS 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):
Reading, Writing, Math, Science,

Department/School: Morning Star Elementary

Leader: Tom Siegel, Principal
Team Members:
All staff

In a year, we hope to see the following progress on this strategic objective:
All targeted students listed below will have made at least 3% growth in their targeted area by the end of the school year.
Kindergarten: students identified as "strategic" or "intensive" in reading and/or math
1st Grade: all students in math
2nd Grade: students identified as "lavender" (bottom 20% of benchmark group) in reading
3rd Grade: math core flood/reading skill intervention flood (all students)
4th Grade: all students in math
5th Grade: students "proficient" in math

PROGRESS SUMMARY
Progress on the goals above is reported below by grade level:

Kindergarten:
Spring assessments (DIBELS, running record, Morning Star Kindergarten reading assessment packet, and easyCBM Letter Naming Fluency progress monitoring) have just been completed and we are now calculating student growth. Throughout the year we have conducted ongoing progress monitoring, met monthly with our RtI teams, examined the standards and essential questions for our grade level and continued to use strategies and tools to uncover misunderstandings and misconceptions. Reading strategies, interventions and materials including morning flood time, Words Their Way, Santa Bonita letter naming, K pals, lst grade pals, Sound Partners, Focus, and reading nonfiction text have guided our instructional decisions, advanced our target group's understanding and skills and benefited all students. A focus on the Rigor and Relevance Framework, as well as Quadrant D, continues to deepen understanding by taking reading across all academic areas. In addition, classroom management tools, such as preferential seating, specific routines for reading groups, and specific expectations for behavior and attitude, have enhanced instruction.

1st Grade:
Based on the easyCBM math benchmark assessment, all but one student who were present in the fall and the spring posted growth of 3% or greater between fall and spring. The student who did not post at least 3% growth was already in the proficient range. We utilized easyCBM progress monitoring, Everyday Math unit assessments and the district mid-year and end of year assessments to gauge growth. Some problems we note include the fact the Everyday Math assessments do not always focus on concepts taught in that unit and the district math assessments do not appear to be an accurate reflection of a student's proficiency level as the majority of our students score proficient or advanced proficient. We have utilized our paraprofessional staff including intervention support with Susan Nickelson and some differentiated instruction groups in classrooms with Heidi Goodman, our math para.

2nd Grade:
We have utilized easyCBM reading comprehension and DIBELS oral reading fluency as progress monitoring tools to provide information on student growth. We administered fall phonics screeners and spring phonics screeners, but have not finished our analysis of student data. A partial analysis of the data suggests that approximately 90% of students posted at least 3% growth. Support for student progess included an instructional paraprofessional who worked with targeted students in the Read Well program to support struggling students.

3rd Grade:
Of 100 students assessed, 100% of students posted at least 3% growth in math and 85% of students posted at least 3% growth in reading. We utilized pre and post testing, differentiated groups, specific classroom flood strategies, supplemental materials for specific skill development and collaborated in our review of data and student work to understand our student's growth. We focused on creating relevance with our Spring Meadows project and use of essential questions or big ideas in math. We continue to improve in our use of the following best practices: graphic organizers, cooperative learning, inquiry based learning, uncovering misconceptions and misunderstandings. We will continue to work in the area of problem-based learning and feel we need more work on moving toward "relevance" for our students, expanding the use of project based learning such as the Spring Meadows project.

4th Grade:
Of 88 students assessed, 100% posted at least 3% growth on one or more of the three assessments considered; seventy students posted at least 3% growth on all three assessments considered; sixteen students demonstrated at least 3% growth on two out of three assessments considered; and two students demonstrated at least 3% growth on one out of three assessments. Among our successful areas of implementation was the use of flexible grouping with students frequently moved based on data and teacher observation. Use of Heidi Goodman, our math paraprofessional for Walk to Math, working with a pull-out and inclusion group in the intensive/strategic group and adjustments to her work assignment as the benchmark group grew in size and there was greater need there instead of the smaller intensive/strategic group. In addition to pushing in, she worked with the most intensive kids for additional time in targeted math instruction. Kathy Braaksma worked inclusively in the intensive/strategic group in addition to her work with a small group of students with intensive needs in Pinpoint Math and Compass

Math programs. In the area of behavior, most students with behavior concerns received support in the intensive group allowing the teacher to intervene more consistently. Furthermore, with the small size of the group, behavior needs are taken into consideration and are used as one consideration in the makeup of the flexible groups. We will continue to focus on our ability to utilize formative assessments including progress monitoring to inform instruction.We will spend additional time uncovering disconnects between standards and instruction and integration of additional multicultural components.

5th Grade:
We identified all students in the Proficient math group based on the following criteria: Fall easyCBM, Everyday Math unit assessments, District End Of Year test from fourth grade, and teacher insight. Student needs were met through small group intervention, pre-teaching of specific skills, unit pre-tests, monitoring progress through daily work and unit tests, peer mentoring. We focused on forming fluent groups through pre-testing and progress monitoring, matching core standards more carefully to our current math curriculum. Based on a partial analysis of student assessment data, a review of easyCBM math, 57 of 88 students tested posted growth of 3% or greater. Of the 31 students who did not post at least 3% growth, the majority were already in the proficient or advanced proficient range in the fall.