



LRSP Status Report – June 2011

1.02 WH P+ Reading SR 2011

Strategic Objective (SO):

1.02 Proficient Plus (P+) goals will be determined in Math, Reading, Science and Writing based upon district and state assessments, with future development in other academic areas.

Department/School: Whittier Elementary School

Leader: Jerry Bauer, Principal, Kim Quigley, Instructional Coach & Reading LRSP PLC
Team Members:

Whittier classroom teachers, Title I and Special Education staff members

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

1. MontCAS, DRP, and Dibels benchmark data will be used to determine which students need additional instructional support. Diagnostic assessments will be used to identify specific areas of need and to form skill base intervention groups.
2. All students performing below their grade level academic expectations received on-going progress monitoring assessments to monitor academic learning and to ensure appropriate rate of growth and/or to make instructional adjustments when needed.
3. Continued RtI implementation
4. Grade level teams met weekly to collaborate best practices to meet district standards, and review performance data.
5. Maintained contact with parents of students scoring at the Novice and Nearing Proficient levels to assist them in knowing how to support their child's learning.
6. All grade levels held at least one parent night to develop relationships, foster home-to-school communications and best practice for home and school.
7. Grade levels met weekly to collaborate on differentiating instruction to meet student needs.

PROGRESS SUMMARY

MontCAS, DRP, Dibels, and EasyCBM benchmark data was used to determine which students needed additional instructional support. Diagnostic assessments were given to identify specific areas of need and to form skill based intervention groups. Progress monitoring occurred weekly for students receiving intensive support and twice per month for students receiving strategic interventions.

RtI Grade level data meetings were held twice a month. Attendees at these meetings included the grade level teachers, the principal, school psychologist, speech and language clinician, Title I and Special Education teachers. Grade level collaboration meetings were held opposite weeks with Title I and Special Education staff to plan and implement differentiated instruction.

We continued to implement a Walk-to-Read model that provided reading blocks where each classroom was "flooded" with Title I and Special Education support. This provided opportunities for small group and individual attention.

Two additional Parent, Teacher, (Student) Conferences were held for students at a Novice or Nearing Proficient level. The purposes of these additional conferences were to involve parents in their child's improvement. Parents were also invited to enroll their child in Supplemental Education Service opportunities.

All teachers presented a math and reading night to familiarize parents with the reading and math curriculum, homework expectations, and ways parents could support their children.

K-5 reading progress was defined using the Dibels Beginning-End Year instructional recommendations. Dibels was used as the universal screening tool for K-5.

Dibels Summary Reports K-5 indicate the following:

KDG. Fall 46% Benchmark 34% Strategic 20% Intensive
Spring 82% Benchmark 8% Strategic 10% Intensive

1st Fall 88% Benchmark 8% Strategic 4% Intensive
Spring 84% Benchmark 8% Strategic 8% Intensive

2nd Fall 56% Benchmark 22% Strategic 22% Intensive
Spring 65% Benchmark 26% Strategic 9% Intensive

3rd Fall 68% Benchmark 9% Strategic 23% Intensive
Spring 58% Benchmark 24% Strategic 18% Intensive

4th Fall 50% Benchmark 16% Strategic 34% Intensive
Spring 71% Benchmark 12% Strategic 17% Intensive

5th Fall 66% Benchmark 13% Strategic 21% Intensive
Spring 61% Benchmark 24% Strategic 15% Intensive

Kindergarten and Grade 1 Benchmarked at 80% or better in the spring. Grades 2, 3, & 5 saw significant movement from Intensive to Strategic. Grade 4 saw a 21% gain in Benchmark.

Reading CRT scores in grades 4 showed improvement & Grade 5 showed significant improvement from last year. Grade 3 showed a slight decrease. Grade 3 reading score results for Whittier this year were 73%, Grade 4 were 82% and Grade 5 were 90%. Last year's reading results were 79% for Grade 3, 64% for Grade 4 and 82% for Grade 5.

Preliminary reading results of the CRT test scores for Whittier's Free and Reduced student population show the following results: Grade 3 - 56%, Grade 4 - 78%, and Grade 5 - 84%. District averages were: Grade 3 - 77%, Grade 4 - 85% and Grade 5 - 80%. Whittier surpasses District averages in 5th Grade Reading on the CRTs for the Free and Reduced student population.