

School/Program Growth Plan

Kendall School

School/Program Growth Plan

Administrators: Tony Ditrio / Sue Ellen O'Shea

School Year: 2008-9

Assignment: Kendall School

Evaluator:

This year we will focus on maintaining and improving our performance on the CMT. Over the last five years we have put into place many curriculum refinements. We instituted the districts first standards driven Math program and made many modifications and additions to the District Language Arts/Reading curriculum. The overriding theme was to be better aligned with the CMT's. At Kendall our key word is "focus". We have attempted to better meet the needs of our students so that they can be successful. Our analysis of the data tells us that we have been highly successful with each of our subgroups. We still feel we have room for significant improvement in our African American and Free/Reduced lunch subgroups. While we have received several awards for our efforts with African American students, we feel that our performance only looks good when comparing with others. On it's own, the performance is still far below that of our other subgroups. We have targeted this subgroup for extra attention and have our Reading Specialist working with students on a small group basis.

This year we instituted a new schedule that was designed to enhance student performance. Another aspect of our new schedule is common meeting time. Each grade level meets every four days as a grade level data team. We also instituted an Intervention/Enrichment period as part of the new schedule. This period is used to accommodate as many of our pull outs as possible. We schedule as many Resource and ESL/Bil pullouts as we can during this period. This reduces the times when students miss classroom lessons. We also had each grade level identify the allocation of each day fro the required time allotments for teaching each subject.

We also instituted common formative assessments with the corresponding data analysis for our Voyages math program. We are now working on developing the same assessments for Reading and Writing. We also now use PALS testing for all students in grade K-3. We believe this assessment gives us valuable information that helps us individualize reading instruction.

Signature of Administrator:

Date:

School Growth Plan Template: Elementary & Middle School

KENDALL **SCHOOL GROWTH PLAN**
 (Name of School)

Goal:						
CMT* Reading	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	55.7	66.2	56.3	62		72
Grade 4	72.4	59.5	69.1	76		68
Grade 5	63.3	66.2	78.9	79		74

Goal:						
CMT* Math	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	70.1	78.9	73.8	80		86
Grade 4	69.7	79.8	81.5	82		84
Grade 5	64.6	74	82.9	82		84

Goal:						
CMT* Science	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Grade 5			75			

Goal:						
Parent/ Community				08-09 School Baseline	09-10 School Target	District Goal 2011
Welcoming Atmosphere Checklist						46

*Target and Actual Scores reflect the % of students At or Above Proficiency

SCHOOL GROWTH PLAN KENDALL

GOAL: Numeracy- Increase our whole school and subgroup scores the required 10% to maintain AYP

Data Analysis:

- When looking at the last three years of CMT data it is clear that we are progressing in a positive direction. The strands that are weak tend to be those weak State-wide. One area that we have not focused on recently is computation. Our analysis tells us we need to revisit these strands once again. Our focus must be more broad and less focused on any top five list of strands.
- When we look at cohort groups with scaled scores, we see continuous improvement from grades 3 to 4 and 4 to 5. This reaffirms that we are on the right track.
- Our analysis indicates that we need to continue to refine our curriculum based on strengths and weaknesses.

Strategies (Each strategy will relate to implementation and academic outcome.)

1. Institute the use of all Pre, Post and Subtopic test from Voyages for grades 1-5.
2. Use our locally developed Kindergarten assessment test three times in order to track growth and adjust instruction.
3. This summer data collection sheets were developed for each assessment. Teachers will be required to complete sheets and analyze summarized data at grade level data team meetings.
4. Institute a new schedule that maximizes instructional time and common planning periods.

Results Indicators: We will maintain our status as meeting AYP

Implementation Indicators

- The new schedule will be in place from the beginning of the school year.
- Teachers will administer and evaluate all assessments from Voyages, as modified.
- Teachers will document working on each students “weak” strands.

School Growth Plan: Kendall School

Persons Responsible	Actions/Timeline	Resources
1. Principal and Assistant Principal – Grades 1-5 teachers.	1. Teachers need to administer the assessments, complete the data analysis sheets and participate in the grade level discussions of the results and determining factors.	1. Voyages assessments
2. Principal – Kindergarten Teachers	2. Kindergarten teachers will administer the assessments in September, February and May. Results will be recorded on data collection sheets and then graphed for all classes.	2. Teacher developed assessment
3. Principal	3. These were develop in August and will be modified throughout the year as a result of grade level data team meetings.	3. Voyages, CMT handbooks.
4. Principal	4. Schedule was developed over Spring – Summer 2008 and implemented for 2008-2009 school year. Several faculty meeting were and will continue to be used as part of the implementation and adjustments.	4. The book, “ Elementary School Scheduling, Enhancing Instruction for Student Achievement” by Canady and Rettig.

SCHOOL GROWTH PLAN
Kendall School

GOAL: Reading – Increase our whole school and subgroup scores by 10% to maintain AYP

Data Analysis:

- Comparing data over the past three school years it is obvious that during Comprehensive Literacy Framework instruction almost half of students in **all** subgroups are scoring in the proficient and above levels on the CMT. Cohort data demonstrates growth from 3rd grade 2005/2006 scores when compared to 5th grade 2007/2008 scores on the reading portions of the CMT.
- Although we can't identify any one reading comprehension strand as our weakest, we are consistently monitoring the CMT data and practice test data to determine what specific students need in order to move toward proficiency.
- Kendall's reading curriculum was refined in order to address students weaknesses demonstrated on the 2007/2008 reading portions of CMT.

Strategies (Each strategy will relate to implementation and academic outcome.)

1. Implement new schedule that maximizes literacy instructional time, provides common planning and data team meeting time.
2. Continue Kendall's Comprehensive Literacy Framework, based on individual student needs, with **150** minutes of reading and writing each day in kindergarten through fifth grade.

Results Indicators: **We will maintain our status of meeting AYP.**

Implementation Indicators

- % of teachers using the scheduled 150 literacy minutes provided in the schedule. (Goal 100%)
- % of K – 2 teachers utilizing PALS quick checks as a means to monitor student growth on below benchmark skills. (Goal 100%)
- % of Grade 3 – 5 teachers administering Practice Reading Comprehension assessments. (Goal 100%)

Implementation Indicators continued:

- Summary of data gathered for each substantially deficient student in grades K – 5 submitted and discussed during a data team meeting - monthly
- Summary of Practice Reading Testing data submitted to grade level data teams and results utilized to drive further reading instruction.

School Growth Plan: Kendall Elementary School

Persons Responsible	Actions/Timeline	Resources
<p>1. Assistant Principal and Literacy Specialist</p> <p>2. Kindergarten – third grade teachers</p> <p>3. Literacy Specialist and Fourth and Fifth Grade Teachers.</p> <p>4. Assistant Principal, Third – Fifth grade teachers, Literacy Specialist.</p> <p>5. Assistant Principal, Third – Fifth grade teachers, Literacy Specialist.</p>	<p>1. 2008-2009 School Year. Continue Kendall’s Pacing Guide that provides a focus for K – 5 teachers.</p> <p>2. September/October, January/February, April/May. K – 3 teachers will administer PALS and/or DRA 2 testing. Results will be reviewed in data team meetings and will be used to differentiate instruction and create small groups.</p> <p>3. September 2008 and February 2009. Grade 4 and 5 teachers will administer the PALS test to all students scoring basic and below basic on 2007 CMT in reading.</p> <p>4. September 2008 – February 2009 Administer Practice Reading Comprehension and DRP tests. Create instructional groups based on student results.</p> <p>5. September 2008 – February 2009 Administer strand specific common assessments as a result of Grade Level Reading Comprehension tests to help students improve their open ended responses.</p>	<p>1. Pacing Guide</p> <p>2. None</p> <p>3. PALS test</p> <p>4. Creation of practice tests.</p> <p>5. Creation of strand specific assessments. None – use of Wednesday Morning Meetings.</p>

School Growth Plan: Kendall Elementary School

Persons Responsible	Actions/Timeline	Resources
6. Principal, Assistant Principal, Literacy Specialist, Grade Level Data Teams	6. 2008-2009 School Year. Grade Level Data Teams will meet on a bimonthly basis to review reading results of common formative assessments.	6. None
7. Assistant Principal, Literacy Specialist	7. Ongoing -2008-2009 School Year Assistant Principal and Literacy Specialist will review state mandated Individual Student Plans for each substantially deficient student in grades K – 5.	7. None
8. Principal, Assistant Principal, Literacy Specialist and Grade Level Data Teams	8. 2008-2009 School Year During Grade Level Data Team evidence of substantially deficient student progress will be plotted and future strategies will be discussed.	8. None

School Growth Plan : Kendall Elementary School

2008 CMT Results - Black Subgroup

READING	LEVEL 1 Below Basic		LEVEL 2 Basic		LEVEL 3 Proficient		LEVEL 4 Goal		LEVEL 5 Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	7	28	7	28	7	28	4	16	0	0
grade 4	9	39.1	1	4.3	4	17.4	8	34.8	1	4.3
grade 5	6	25	2	8.3	4	16.7	8	33.3	4	16.7
MATH	Below Basic		Basic		Proficient		Goal		Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	6	24	6	24	4	16	8	32	1	4
grade 4	7	30.4	2	8.7	6	26.1	4	17.4	4	17.4
grade 5	4	16.7	3	12.5	4	16.7	8	33.3	5	20.8

School Growth Plan : Kendall Elementary School

2008 CMT Results - Hispanic Subgroup

READING	LEVEL 1 Below Basic		LEVEL 2 Basic		LEVEL 3 Proficient		LEVEL 4 Goal		LEVEL 5 Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	8	21.6	9	24.3	8	21.6	10	27	2	5.4
grade 4	5	13.9	4	11.1	11	30.6	14	38.9	2	5.6
grade 5	4	11.8	1	2.9	9	26.5	16	47.1	4	11.8
MATH	Below Basic		Basic		Proficient		Goal		Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	5	13.5	3	8.1	9	24.3	14	37.8	6	16.2
grade 4	1	2.8	2	5.6	12	33.3	15	41.7	6	16.7
grade 5	3	8.8	1	2.9	5	14.7	17	50	8	23.5

School Growth Plan : Kendall Elementary School

2008 CMT Results - White Subgroup

READING	LEVEL 1 Below Basic		LEVEL 2 Basic		LEVEL 3 Proficient		LEVEL 4 Goal		LEVEL 5 Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	1	6.7	3	20	3	20	7	46.7	1	6.7
grade 4	4	23.5	0	0	6	35.5	3	17.6	4	23.5
grade 5	3	20	0	0	3	20	6	40	3	20
MATH	Below Basic		Basic		Proficient		Goal		Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	1	6.7	0	0	5	33.3	5	33.3	4	26.7
grade 4	1	5.9	2	11.8	4	23.5	5	29.4	5	29.4
grade 5	2	13.3	0	0	3	20	4	26.7	6	40

School Growth Plan : Kendall Elementary School

2008 CMT Results – F/R Lunch Subgroup

READING	LEVEL 1 Below Basic		LEVEL 2 Basic		LEVEL 3 Proficient		LEVEL 4 Goal		LEVEL 5 Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	14	28	12	24	10	20	13	26	1	2
grade 4	14	30.4	3	6.5	11	23.9	16	34.8	2	4.3
grade 5	6	16.2	2	5.4	9	24.3	15	40.5	5	13.5
MATH	Below Basic		Basic		Proficient		Goal		Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	8	16	6	12	12	24	19	38	5	10
grade 4	5	10.9	5	10.9	14	30.4	14	30.4	8	17.4
grade 5	2	5.4	3	8.1	7	18.9	16	43.2	9	24.3

School Growth Plan : Kendall Elementary School

2008 CMT Results - ELL Subgroup

READING	LEVEL 1 Below Basic		LEVEL 2 Basic		LEVEL 3 Proficient		LEVEL 4 Goal		LEVEL 5 Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	1	11.1	5	55.6	2	22.2	1	11.1	0	0
grade 4	8	61.5	1	7.7	4	30.8	0	0	0	0
grade 5	3	30	0	0	5	50	1	10	1	10
MATH	Below Basic		Basic		Proficient		Goal		Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3	2	22.2	0	0	1	11.1	5	55.6	1	11.1
grade 4	2	15.4	2	15.4	6	46.2	3	23.1	0	0
grade 5	1	10	0	0	2	20	6	60	1	10